Government of Saskatchewan

Annual Report 1982-83

Saskatchewan Education

The Seventy-Eighth Annual Report of the Saskatchewan Department of Education

for the period from

July 1, 1982 to June 30, 1983

84- 3085 /

Saskatchewan

Minister of Education

Legislative Building
Regina, Canada
S4S 0B3

July 1, 1983

The Honorable C. Irwin McIntosh
Lieutenant Governor of the Province of Saskatchewan

Sir

I have the honor to transmit herewith the annual report of the provincial Department of Education for the year ending June 30, 1983.

Respectfully submitted,

Patricia A. Smith

The Honorable Patricia A. Smith
Minister of Education

Saskatchewan

Deputy Minister of Education

2220 College Avenue
Regina, Canada
S4P 0Y7

July 1, 1983

The Honorable Patricia A. Smith
Minister of Education

Madam

I have the honor to submit for your consideration the annual report of the Department of Education for the year ending June 30, 1983.

Respectfully submitted,

R. Clayton

Ray Clayton
Deputy Minister of Education

Contents

Introduction 1

Official Minority Language Office 2

Policy, Planning and Special Projects Division

Policy, Planning and Research Branch 4
Community Education Branch 4

Administrative and Support Services Division

Personnel 6
Management Information Systems 6
Financial Management and Office Support Services 6
Information Bureau 7
Saskatchewan Book Bureau 7
Saskatchewan Correspondence School 7
R.J.D. Williams Provincial School for the Deaf 8

Development Division

Program Development Branch 10
Instructional Resources Branch 11
Student Services and Program Evaluation Branch 14
Teacher Services Branch 15

Regional Services Division

Superintendence Branch 16
Northern Education Branch 17
Consultative Services Branch 18
Special Education Branch 22
Educational Administration Branch 27

Charts:

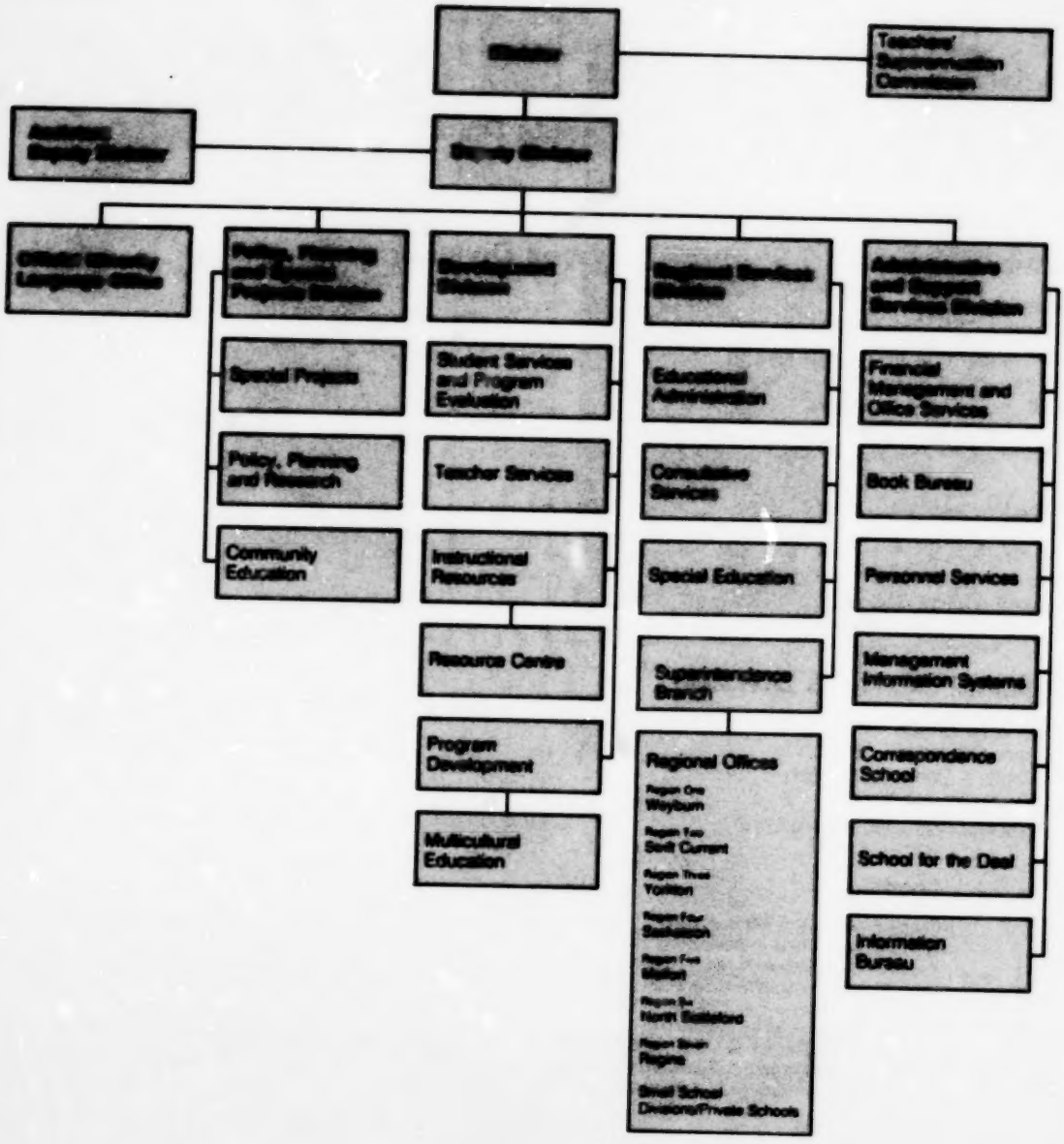
Grants to Schools — 1969 to 1982 27
Distribution of School Division Expenditures, 1982 28
Teacher Salary Expenditures — 1969 to 1982 28
School Board Expenditures Per Pupil — 1974 to 1982 28
Elementary Enrolment — 1964 to 1982 28
Secondary Enrolment — 1964 to 1982 29
Capital Projects Approved During 1982 to 1983 29
Percentage Breakdown of New Construction During 1982 to 1983 29
Combined Elementary and Secondary Enrolments — 1964 to 1982 29

Maps:

Education Regions — 1982-83 17
SHSAA Districts 20

Statistical Tables 35

Department Organization



Introduction

During the 1982-83 reporting year Saskatchewan Education initiated significant improvements in the provincial educational system.

A Native Curriculum Review Committee was established to prepare a five year plan for the development of Native and metis curriculum and teaching materials. Provincial funding of Native education was increased substantially, including the development of a new community school in Prince Albert. School nutrition programs were established in Regina and Prince Albert. A fourth year of studies was added to the Saskatchewan Urban Native Teacher Education Program (SUNTEP) to enable graduates to meet the province's new minimum teacher education requirements.

A two year review of school program and policy intended to present a new set of educational goals for the province and a revised policy framework progressed into its second year.

The impact of this review was already evident in provincial curriculum development activities. A curriculum evaluation section was created to assess the appropriateness of provincial studies. Particular attention was given to home economics, social studies and the fine arts. Curriculum development procedures were changed to enable the department to obtain more advice and reaction from educators and the public as courses are being developed. These changes were piloted in mathematics, the fine arts, computer studies and health. This has lead to active and fruitful discussion of curriculum concerns between provincial and local levels.

Funding for the implementation of new courses of studies was increased and a long term commitment was made to provide regional coordinators for curriculum implementation.

Sixteen shared-service areas became fully operational, enabling all school divisions to provide specialized education services on a shared basis, with the exception of high enrolment jurisdictions in which such services were already provided. These services included psychologists and speech therapists.

A psycho-educational assessment clinic was established at the School for the Deaf in Saskatoon to service the needs of all students with hearing impairment in Saskatchewan. This clinic relies on extensive co-operation between the student's parents, teachers and the psychologist to develop a compensatory home and school program designed to meet the specific needs of each student.

With the dissolution of SaskMedia, the department assumed responsibility for the operation of the provincial 16mm film lending library, the tape duplication services and the leasing out of technical services for audio-visual production, and maintained continuity of services to schools during the changeover.

Curriculum development for designated French schools progressed well, as did revisions of Division III and IV core French. Enrolment in designated French programs increased by 26.4 percent during this report year.

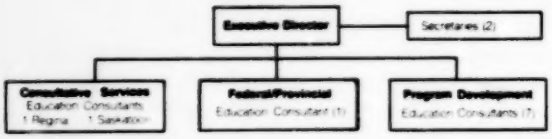
This report provides information about the foregoing developments and many other aspects of Saskatchewan's educational system. It has been a year of significant accomplishment which has also laid the groundwork for some major initiatives in the future.

R.E. Clayton
Deputy Minister of Education

The Official Minority Language Office (O.M.L.O.)

The Official Minority Language Office (O.M.L.O.) is responsible for the development and implementation of French language education programs and instructional resources in Saskatchewan.

O.M.L.O. also provides consultative services to school divisions, participates in the negotiation of federal-provincial agreements on bilingualism in education, and serves the minister in an advisory capacity on the designation of French language programs and on legislation and policy for French language education.



Objectives

Major objectives of this division are:

- To implement designated French language, French immersion/bilingual programs.
- To develop French language courses appropriate to provincial programs of study.
- To identify, develop, and evaluate textbooks and learning resource materials.
- To promote the extension of French langauge instruction in schools.
- To provide consultative services for French programs.
- To develop and implement a program of research and evaluation in the area of French language education.
- To assist in the negotiation of federal-provincial agreements on bilingualism in education.
- To provide liaison with teacher training programs as a means of improving the quality and supply of French language teachers.

Program Development and Implementation

Designated Programs

The Health Division I and II Curriculum Guide, the Guidance and Career Education Division I and II Activities Handbook and the Overview Handbook for kindergarten to grade 12, the Guide for Kindergarten Teachers and the Division IV Christian Ethics Curriculum Guide were translated and distributed to the designated schools.

Workshops in French Language Arts and Science Division I and II, Kindergarten and Christian Ethics Division IV were conducted in Saskatoon during the third week of August 1982. Four regional implementation workshops on the new French Mathematics program were also held early in the new year.

Core French Programs

The Core French Study Report which compiled the reactions of over 3000 administrators, teachers, students and their parents will provide a base upon which revisions to the Core French program can be realized.

In addition, O.M.L.O. also undertook an in-depth study of the Core French programs of the other provinces and of the teaching materials presently available so as to be better prepared for development later in 1983 of a new Core French Curriculum Guide for Division III and IV.

Professional and Teacher Training Development

O.M.L.O. continued to provide consultative support in the development of a proposal to establish a program of studies leading to a Bachelor of Education Degree for designated school teachers. The program is to be inaugurated at the University of Regina, Faculty of Education in the fall of 1983.

Teachers were encouraged, through federal-provincial program assistance, to participate in a number of workshops, conferences and courses held on French education. The Canadian Association of Immersion Teachers Conference in Vancouver, the study programs in France and Belgium made possible under the Franco-Canadian and Belgium-Canadian Cultural Ententes, the summer courses both in and out of province as well as other workshops of a linguistic or professional nature were well received by all participating teachers and administrators.

Instructional Resources

School boards were again assisted in the acquisition of instructional resources for designated French language and immersion programs, under the auspices of a federal-provincial program administered by O.M.L.O.

Designated schools at the secondary level received two lists of instructional materials for their immediate use: one containing the textbooks used in the ten provinces in all subjects for grades 7 to 12; the other, the instructional support material on a per grade per subject basis for each of the provinces.

A joint effort of the Saskatchewan Book Bureau and O.M.L.O. produced a supplement to the Book Bureau Order Form making it possible for the first time for school divisions to order French books for their designated programs through the Book Bureau. This document involving over 240 French book titles was distributed to designated school officials.

Evaluation and Research

The Ontario Institute for Studies in Education (O.I.S.E.) developed a Grade 3, 6 and 9 set of evaluative instruments for French language and immersion programs. The Saskachewan Evaluation Advisory Committee (S.E.A.C.) composed of administrators, teachers, parents and department officials advised O.I.S.E. in its developmental work. O.I.S.E., S.E.A.C. and O.M.L.O. completed plans to pilot the evaluation tools in all designated schools in April and May 1983.

Through a research project the Core French program was evaluated and recommendations provided for future direction and priorities.

Federal-Provincial Program

Working with the Secretary of State's Office, O.M.L.O. developed a programming strategy which will enable the province to better respond to its professional, program, cultural and heritage development needs.

The Departments of Education and Advanced Education and Manpower approved a strategy which would have O.M.L.O. coordinate all French education services provided through the Federal-Provincial program.

The Department of Education administers the following federal-provincial programs:

- French teacher bursary program
- Monitor program for francophones
- Second language monitor program

Teacher Recruitment

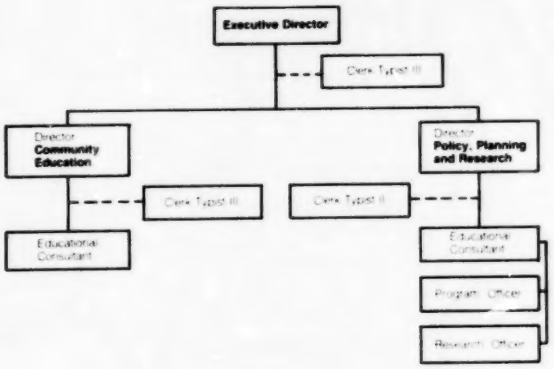
O.M.L.O. assisted boards in meeting their staffing needs by conducting out of province information sessions for prospective core and designated French teachers. A referral system was also established.

Consultative, Liaison and Representative Services

Two educational consultants assisted teachers, principals and superintendents in the general evaluation of French programs by providing consultative services relating to program implementation and improvement. Staff members represented the department on four committees of the Council of Ministers of Education, Canada, as well as serving on the Saskatchewan Association of Teachers of French, Committee. A close liaison was maintained with the French Cultural Association of Saskatchewan (A.C.F.C.), the University of Regina, the University of Saskatchewan, the Canadian Association of French Language Educators, the Canadian Parents for French Association, and other organizations involved in French education.

Policy, Planning and Special Projects Division

The Policy, Planning and Special Projects Division maintains work programs in four areas: Policy, Planning, Research and Community Education. These work programs are developed, co-ordinated and administered by two Branches: Policy Planning and Research and Community Education.



Policy, Planning and Research Branch

The Policy, Planning and Research Branch is responsible for policy development, short and long-term planning activities and research projects within the Department.

Policy

During the last reporting period the Branch reviewed Department policies and administrative procedures. On several occasions the branch gave assistance to Department personnel in the development of policy initiatives.

Planning

The Branch has been involved in the implementation and maintenance of the Curriculum and Instruction Review. This Committee is assessing the adequacy of educational programs in meeting the present and future needs of students and reports to the Minister of Education by Fall 1983. The Committee was established in November 1981 and by the end of the reporting period had completed its research and received input through several public meetings in the Province.

To encourage long-term planning in rural school divisions the Branch sponsored several planning studies. These studies investigated the state of education in selected rural school divisions to identify needs and offer constructive solutions for problems.

Research

Through the Research and Information System Steering Committee the Branch has assisted the Department and non-Departmental personnel in the design and conduct of research activities. In addition, it has co-operated with groups such as the Saskatchewan School Trustees Association and the Saskatchewan Teachers' Federation in monitoring research activity in the province.

The Community Education Branch

The Community Education Branch is responsible for the development, implementation and evaluation of new program initiatives to assist schools which have a high enrolment of Native students and/or students who live in the inner-city areas.

- Community Schools Program

  In co-operation with public and separate school divisions in Saskatoon, Regina and Prince Albert, a Community Schools Program was maintained. The purpose of the program is to provide greater opportunities for students through the encouragement of parental participation and through the provision of additional resources enabling schools to employ Native personnel and develop new curriculum thrusts. As of September, 1982 the program has been established in 15 schools in Regina, Saskatoon and Prince Albert.

- Saskatchewan Urban Native Teacher Education Program (SUNTEP)

  In co-operation with the Gabriel Dumont Institute of Native Studies and Applied Research, the Department of Advanced Education and Manpower, and the Universities of Regina and Saskatchewan, an off-campus Native teacher training program was continued. The purpose of the program is to provide an opportunity for Native teachers-in-training to participate in a specialized program. In addition to academic instruction leading to a Saskatchewan teaching certificate, the SUNTEP off-campus centers provide Native teachers-in-training with urban classroom experience and access to a wide range of curriculum and instructional resources. In September 1980, two SUNTEP centers were established: one in Regina and one in Saskatoon. In September of 1981 a third center in Prince Albert was established. As of June 1983, approximately 100 Metis and non-Status Indian students were enrolled in the program.

■ Saskatoon Native Survival School

The Survival School was established in September, 1980 in response to concerns expressed by Native parents about the educational needs of many Native children. The Survival School was established with the co-operation and support of the St. Paul's Roman Catholic Separate School Division and an incorporated local parent council.

The curricula in the Survival School places an emphasis on Native culture and values with an eye to building self-identity. The curriculum is designed to help students develop the skills necessary for coping in society. Students are able to continue their academic education, but in a more flexible setting and at a pace more conducive to meeting their needs.

The Survival School also encourages participation by Native parents in the education of their children. There were 92 students enrolled at the school in the 1982-83 school year.

■ Native Curriculum Development

The Community Education Branch is responsible for co-ordinating the development of Native curriculum resource materials in co-operation with Native organizations and other groups involved in curriculum development. The branch is also responsible for the review and evaluation of existing Native curriculum materials. A committee was established in September, 1982 to give policy direction to the Branch by the fall of 1983.

■ Research Program

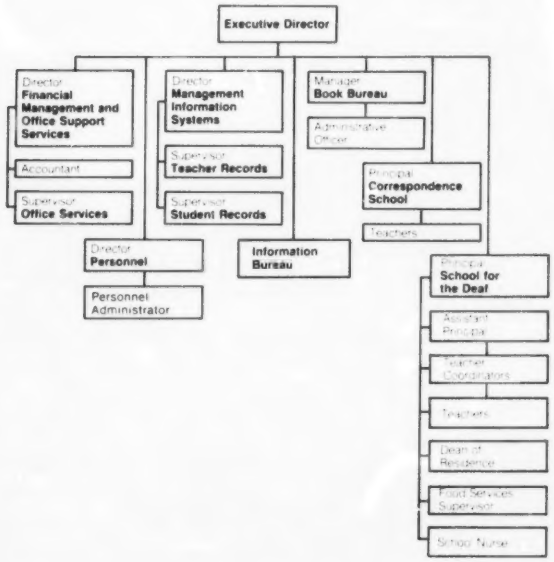
The research program within the Branch has three major components: the examination of certain educational issues, the collection of demographic data, and program evaluation. The function of the research program is to provide a data base on Native and inner-city education which will assist in developing directions for program design and implementation.

During the last reporting period the Branch conducted an extensive evaluation of the Community Schools Program, SUNTEP and the Native Survival School. Results of the evaluation will be used to improve learning opportunities for Native students.

Administrative and Support Services Division

The Administrative and Support Services Division is responsible for the provision of centralized services to other divisions of the department as well as providing centralized support services to the educational system of Saskatchewan.

The centralized services include: Information and Printing Services, personnel services, management information systems, accounting and estimates preparation, office services and administration. The operations that support the school divisions are the Saskatchewan Book Bureau, the Saskatchewan Correspondence School and the R.J.D. Williams Provincial School for the Deaf.



Personnel Services

The Personnel Services Section is responsible for all personnel activities which include: interpreting and implementing the Collective Agreement; developing and administering personnel policies and procedures; processing transactions and maintaining records; and assisting branch managers with staffing, classification, performance evaluation and management-employee relations. The section also conducts needs analyses in staff training and develops or coordinates training resources to meet the needs; provides orientation seminars for new employees; holds informational meetings on special issues for staff; and publishes a regular staff newsletter which serves as a collective memorandum of information of interest to all employees.

Management Information Systems

The Management Information Systems Branch provides electronic data processing for record keeping systems such as teacher and student records, finance and budgeting, school finance and schools. This branch is also responsible for the storage and maintenance of "source document" files pertaining to the records of teachers and all Division IV students in the province.

School finance, teacher records, student records and financial management systems provide management data and information for educational planning, policy decisions and research.

During the year under review, specifications were established for a system to assist the Saskatchewan Government Correspondence School in marking student assignments and setting examinations.

Modifications were made to the student records system in order to allow the system to accept data via electronic means. These modifications will be tested in the next fiscal year.

A number of paperwork and manual procedure studies were conducted. The two major studies involved the teacher and student record sections. Both of these studies accomplished streamlining of procedures and reduction or combining of some procedures. This has also improved service to the general public.

There has been a continual expansion of the use of new technology to assist with document composition and correspondence throughout the past year.

Data analysis services were provided to a number of department personnel engaged in various research projects. Survey instrument analysis services provided by the branch has provided researchers with an economical method of consolidating and evaluating results.

Regular upgrading and program maintenance has kept other department computer systems current and adaptable to changing needs and techniques.

Financial Management and Office Support Services

The Financial Management Section is responsible for the development and administration of accounting procedures, preparation of financial statements, and the preparation and administration of the department's annual estimates and budget.

The Office Support Services Section is responsible for the provision of support services to other department programs in the areas of: mail and messenger services; photocopying and printing services; space and accommodation; and procurement and maintenance of equipment, office supplies and vehicles.

Information Bureau

During the 1982-83 reporting period, the Information Bureau continued to carry out its major function of providing information about Department of Education policies, programs and activities to Saskatchewan school officials, parents, teachers, students and the general public.

Information personnel prepared and distributed news releases on a variety of education-related topics, and provided assistance to individual reporters, researchers and editors seeking information about the Saskatchewan educational system.

The Bureau also coordinated the design, production and printing of all Department publications, including curriculum guides, teacher handbooks, resource bibliographies, and Correspondence School courses. Services to other branches of the Department included writing, editing, typesetting, design, graphic arts, illustrations, photography and supervision of production and printing projects at commercial printing companies.

Other public communications activities carried out during the year included the writing and production of various informational pamphlets, brochures and newsletters which were circulated to the general public, the administration of Visual Identity policies and procedures, and the development and implementation of a public awareness campaign related to Education Week.

Saskatchewan Book Bureau

The Saskatchewan Book Bureau continued to serve the province in 1982-83 as a retail distributor of school textbooks, workbooks, reference books and related non-print materials authorized and approved by the Curriculum Development Division for use in Saskatchewan schools. The Book Bureau purchased all items directly from publishers in bulk quantity with discounted prices and sold them to school divisions, dealers, teachers and students at minimum cost. A very economical transportation rate was negotiated on the basis of tenders that were submitted by various transporters. The rate was applicable to all items coming from Toronto and Montreal effective for the fiscal year under review. All transportation charges from publishers and to customers were paid by the Bureau.

Customers were provided with order forms that combined convenience and efficiency. The order form contained full titles and prices of all print and non-print materials stocked in the warehouse on a year-round basis. School officials were encouraged to project their requirements and consolidate a number of small orders into one large order, thereby assisting in reducing administrative costs.

In November, 1980 approval was received from the provincial comptroller to proceed immediately with an automated Inventory-Sales-Accounts Receivable system and an automated General Ledger effective April 1, 1981. Very few problems were experienced during this period and the Bureau was successful in having fewer delays in order processing and less back-ordering due to the system.

During this fiscal year the Book Bureau processed 12,889 documents. The sales volume totaled $3,721.836.00 as compared to $3,629,003.00 in the previous fiscal year.

Correspondence School

The mandate of the Correspondence School is to provide a backup and/or alternative academic educational service to school age students and open learning opportunities for adult students on a province-wide basis, and to Saskatchewan residents who are temporarily residing in other parts of the world. An emphasis is being placed on the quality of the correspondence courses which reflects the department's concern about providing students with equality for educational achievement, particularly for rural students. This mandate involves the prepartion, publication, ongoing revisions and administration of 65 courses, Grade 9 to 12 inclusive.

Correspondence education has been found to be very suitable for people in many different situations: people who work shifts, people living in remote areas, homemakers with young children, handicapped people, senior citizens, members of the armed forces and people who are incarcerated. Others may wish to undertake correspondence education for personal satisfaction and enjoyment. An adult is defined, for the purposes of the services offered by the Correspondence School, as a person who is 18 years of age or over and who is not attending a day school.

The 65 courses of study provided by the School follow the prescribed curricula for Saskatchewan

schools. The courses of study are prepared by teachers who are well qualified in their special fields, and have proven ability in the correspondence method of instruction. Every assignment is graded by a teacher who cares about the progress of each student. The courses are designed to provided continuous student evaluation; they allow the student to schedule his or her own time to study; they permit the student to progress at his own rate; and they can be pursued anywhere the mail service can reach.

During the year, the Correspondence School prepared nine new courses. Four of the new courses employ audio cassettes to supplement the printed instructional materials.

The Correspondence School provided two types of instructional services to its registered students — Type A and Type B. Students registered for Type A service received full instruction from the Correspondence School, while students registered for Type B service used Correspondence School lesson materials under the guidance of local teachers who corrected all assignments and assessed achievement for promotion purposes. Both the Type A and Type B forms of Correspondence School service were offered from Grade 9 to 12 inclusive.

The number of school-age and adult students enrolled for Type A service in Grades 9 to 12 during the year under review was 6,605, an increase of 277 students from the previous year. The course enrolment reached a total of 9,347, an increase of 207 over the previous year.

January and June examinations were prepared for all students registered for Type A service. Final standings for these students were awarded on the basis of term work completed throughout the semester or school year, as measured by assignment papers submitted, and the results of either the January or June final examinations. The School offers an examination evaluation appeal system and the opportunity for students to apply for supplemental examinations. A total of two students at the Grade 12 level, based on their performance on departmental examinations, qualified for the 1983 General Proficiency Awards.

The development of specifications for a computer supported correspondence instructional program, an examination data bank and an automated accounting program was completed during the reporting year.

Details regarding the high school enrolment are provied in the statistical section of this report.

R.J.D. Williams Provincial School for the Deaf

The R.J.D. Williams Provincial School for the Deaf serves deaf and deaf/blind children throughout the Province whose special educational needs require services not readily available through school division programs. Such services include: individual and small group instruction by qualified teachers of the hearing impaired or teachers of the deaf/blind, daily language, speech and communication training within a total communication philosophy; social interaction with a deaf peer group in an environment that provides both deaf and hearing adult models; integration with the community and preparation for life as a deaf adult in college or the working world. Students at the school range in age from 5 to 21 years and a total communication preschool program is provided for children between 3 and 5 years of age.

1982-83 was the school's first year under its new name: the R.J.D. Williams Provincial School for the Deaf (formerly The Saskatchewan School for the Deaf). The name change was announced at the school's 50th anniversary celebrations on July 8th, 1982; and the official ceremony of dedication was held on October 28, 1982 before a large audience which included many family members and friends of the late Rupert Jabez Duncan Williams. The naming of the school to honour Mr. Williams makes it the first school for the deaf in Canada to be named after a deaf person.

During this historical year, 107 students were enrolled from all areas of Saskatchewan and 2 students attended from the Northwest Territories. Seventy-four students from outside the city of Saskatoon lived in residence at the school while 35 attended on a daily basis.

School reorganization entered a new phase with the appointment of the first Assistant Principal and interfaces with the various departments of the school.

During the reporting year several new programs were introduced. An integration program was established at Holy Cross High School with the cooperation and support of the St. Paul's Roman Catholic Separate School Division. Eight deaf students were enrolled at the Grade 9 and 10 levels and took art, physical education, mathematics, computer science, typing, science and Christian Ethics at Holy Cross while returning to Williams School for the language based subjects in the afternoon. Support services were provided at Holy Cross by the school staff which enabled the

students to gain maximum benefit from their integration experience. Expansion of the prevocational work education program enabled eleven students to experience responsibilities in a variety of occupations ranging from kitchen duties to autobody work. Computer instruction was introduced after the purchase of a new microcomputer early in the year. FM amplification was provided to the senior school, and classes in auditory awareness were conducted throughout the school by the co-ordinator of audiological services.

In April, 1983 the deaf/blind program increased to twelve with the enrolment of three 3-year olds as day students. At this time, the pre-school program for multi-sensori-deprived children was introduced with a strong emphasis on individual development and family involvement.

An active intramural and extramural sports and recreation program was conducted during the school year and the outdoor education program expanded with easy access to the School property at Anglin Lake. Regular swimming periods were conducted at the University Pool providing both instruction and enjoyment for the students.

Resident students continued to go home as often as possible with over half of these students returning home every weekend. Links with the family were strengthened through the second annual parent workshop held at the school in January and regular personal and written contacts between parents and school staff.

Only one student graduated this year to enter employment while many others decided to return to school to take advantage of the advanced academic and pre-vocational programs being offered. Seven students qualified for entry to Gallaudet College, Washington, D.C. at the preparatory level but opted to return to the school to complete their high school education.

School resource and support staff included teachers of the deaf, teachers of the deaf/blind, parental care supervisors, a school counsellor, a co-ordinator of audiological services, food services, nursing and office staff. The school was administered by the Principal assisted by the Assistant Principal, Dean of Residence, School Nurse, Food Services Supervisor, and teacher co-ordinators in the Elementary, Senior, Pre-Vocational/Work Experience and Deaf-Blind/Special Needs areas of the school. Grounds and buildings were maintained by the Department of Government Services.

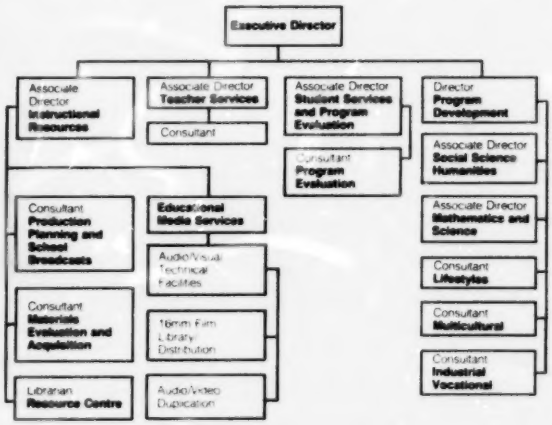
Distribution of Students

Preschool	4
Elementary	34
Senior	40
Work Experience	11
Special Needs	8
Deaf-Blind	12
Total	109

Development Division

The Development Division includes Program Development Branch, Instructional Resources Branch, Teacher Services Branch, Student Services and Program Evaluation Branch.

The division is responsible for developing, revising and evaluating the programs of study used in Saskatchewan schools. It produces curriculum guides; coordinates inservice education; evaluates, acquires and produces instructional resources; coordinates school broadcasts; prepares department examinations and administers the teacher accreditation policy; and handles matters related to teacher education and certification.



Program Development Branch

The Program Development Branch is responsible for the development of new courses of study and the revision of existing courses as indicated through regular procedures and new or changing priorities. It is also responsible for the authorization of textbooks and for the approval of locally-developed courses designed to better fit students with special needs. In addition to its areas of major responsibility the Branch assists in the assessment of existing courses and programs, the evaluation and production of instructional materials, the implementation of new courses, and the maintenance of established courses.

Branch products include publications such as curriculum guides, teacher handbooks, and teacher and administrator bulletins. Other products include lists of authorized textbooks and approved locally-developed courses.

Major Initiatives in Course Development

Aesthetic Education Divisions I-III

Work continued in accordance with a previously ratified development plan which was conceptualized in response to the Minister's Advisory Committee on the Fine Arts. The development of a conceptually-based integrated aesthetic education program encompasing music, art, dance, and drama for the elementary level continued with the assistance of a team of four program developers. Identifying, sequencing, and interrelating the elements and concepts in each of music, art, dance, and drama comprised a major portion of the work of the team.

Computer Education Division III and IV

Development of courses in computer literacy and computer science continued with the assistance of a core advisory committee. Specific accomplishments included a draft statement of direction for computer education instruction in the province, and topical outlines for proposed courses to replace interim courses in use at present. The provision of teacher inservice training on request was facilitated.

German Division III and IV

Revision of present courses resulted in the production of a draft curriculum guide and handbook. Plans for finalization and distribution of the document were made and limited teacher inservice was facilitated through the assistance, part-time, of a consultant on loan from the West German government and through a bursary program.

Health Division III

Development initiatives included the continued development of course components and modules and the distribution of a summary of results of a 1981-82 questionnaire seeking information regarding perceived needs in this area of instruction. Efforts were made to involve a wide variety of publics in the conceptualization of course content and processes since the emphasis in the course is upon teaching for health rather than simply about health. Plans were made for limited field testing of portions of the proposed course during the 1983-84 school year.

Home Economics Division IV

The revision of eight optional half-classes in home economics was initiated. Revisions were required to provide clear learning objectives and some "repackaging" of content as outlined in an assessment conducted in 1981-82. Plans were made to implement the revised courses in September, 1983.

Language Arts Division I and II

The development of a Teacher Information Bulletin describing authorized and supplementary instructional materials was completed and copies were distributed to teachers and administrators. Evaluation of integrated language arts materials continued and resulted in several changes in textbook authorization.

Mathematics Division IV

A topical outline and list of behavioral objectives for Algebra 10, 20 and 30 and a chart providing a cross-referencing of identified topics with the Math Is textbook series were produced for reaction from teachers and administrators in the province. Initial work on a similar outline for Geometry 10 and 20 and Geometry-Trigonometry 30 was carried out. A review of materials was conducted as was limited inservice training regarding the proposed topical outlines.

Technical/Vocational Education Division IV

The revision of several courses was initiated due to their inappropriateness in view of current knowledge and rapid advances in technology. The areas requiring revision included automotive, electricity, and building construction courses. Plans were made for possible course distribution in September of 1983 for field testing.

Ukrainian Division I and II

The development and field testing of a course in bilingual Ukrainian for Division I continued, as did the identification and creation of a minimal word acquisition list for this level. Limited orientation inservice was conducted for teachers involved. Participation in co-operative course development and exchange and teacher inservice education involving Alberta, Manitoba, and Saskatchewan continued.

Other Involvement in Course Development and Delivery:

While the design of courses of study constituted the major work of the Branch it assisted in activities related to course assessment, implementation and maintenance.

During the current year Branch staff members working closely with members of the Student Services and Program Evaluation Branch assisted in the assessment of several courses including kindergarten education, Social Studies/Social Sciences from Divisions I to IV, and Computer Education in Divisions III and IV. The Branch also facilitated the implementation of courses in Mathematics in Divisions I and II, Music in Division II, Ukrainian in Division III, Computer Science in Divisions III and IV, Career Education in Divisions I-IV, and others. It was, in addition, involved in continuing activities required to support and maintain existing courses in a variety of areas including Division I and II Health, Divisions I-IV Social Studies, Division IV English, Division IV Home Economics, Division IV Business Education, Division IV Geology and many others to a lesser extent.

Preparation and Distribution of Curriculum Documents

The provision of curriculum guides, handbooks, information bulletins and similar documents is a function associated with course development. During the current year the Branch produced a total of 18 new publications and reprinted 16 publications. Approximately 26,400 copies of existing Branch publications were provided, upon request, for use in the province in addition to the copies of the 18 new publications provided in initial distribution.

Textbook Authorization

The Program Development Branch has responsibility for the authorization and de-authorization of textbooks. The Branch worked closely with the Instructional Resources Branch and others within and outside the Department in discharging this responsibility in accordance with standard procedures. During the current year 12 authorizations and de-authorizations were formalized and announced.

Approval of Locally-Developed Courses

While the vast majority of student instruction is guided by provincial curriculum documents provision is made in *The Education Act, 1978* and Regulations for the approval of locally-developed courses of study to meet student needs which cannot be met within provincial courses. Responsibility for the approval or non-approval of locally-developed courses rests with the Branch to be performed in accordance with existing policy and procedure. During the year, 71 such requests were processed.

Instructional Resources

The Instructional Resources Branch includes the sections: Materials Evaluation and Acquisition, Production Planning and School Telecasts, the Department Resource Centre and, as of April 1, 1983, Educational Media Services, which represents the remaining elements of SaskMedia Corporation.

With the dissolution of SaskMedia Corporation effective April 1, 1983, media production and graphic services were discontinued. However, all production equipment, studio facilities and technical personnel have been made available through Educational Media Services to independent producers commissioned by clients in the

private or public sector. Management of Educational Media services has been provided through the part-time secondment of an employee of the Department of Telephones. Supervision of management and function of the unit has resided with the Associate Director, Instructional Resources.

The numerous studies and recommendations relating to resource centre services were analyzed and synthesized by the Student Services and Program Evaluation Branch and provided to a Reference Committee appointed by the Minister. This committee has been charged with the responsibility of developing a proposal for a plan of action regarding resource centre services in the province, including philosophy, personnel, standards, funding and the role of various levels of jurisdiction.

Personnel of the Instructional Resources Branch have participated in discussions with the Northern Education Branch relating to resources and programming. The close working relationship with the Curriculum Development Branch has been maintained thus ensuring accurate interpretation of the need for a variety of services in support of curriculum implementation.

The Associate Director served on the Co-ordinating Committee for Media, Council of Ministers of Education, Canada which has as one of its major current projects, the sponsorship of the provinces' production consortium for a Canadian literature television series.

Production Planning and School Telecasts

This work unit provided support for instruction through production of classroom and inservice materials and through scheduling programs for telecast on the CBC school telecasts.

The Educational consultant continued to co-ordinate the design and evaluation of productions with assistance from curriculum developers and classroom teachers. Two project managers were contracted to co-ordinate specific production projects.

Arrangements were made for programs to be produced by SaskMedia and independent producers. With the dissolution of SaskMedia at the end of March, the branch began to work exclusively with independent producers. A Showcase was held in April in which a group of independent producers were invited to show productions they had done and discuss their production capabilities.

Productions in the past year include programs to support Correspondence School courses for English A10, Ukrainian 10 and English A20 and B20. Other productions included videotapes on the teacher education program at NORTEP and SUNTEP, and inservice material for Home Economics 30, gifted students, and computers and other communication technologies in Education. A consultant from the Yorkdale School Division was seconded on a part-time basis to assist with planning the inservice workshops. The Department became involved in a Canadian consortium to produce video programs on Canadian literature. These productions will be completed next year.

A major production project for the Division II, Year One Social Studies course was launched in September of 1983 under the supervision of a contracted project manager. A kit of materials containing a teacher guide, bibliography, sound filmstrips, a wall map and posters are being prepared. Field-testing of the teacher guide was carried out in the spring of 1983. Distribution of the kits is scheduled for December, 1983.

Production of other kits of materials on career awareness, non-flowering plants and invertebrate animals, and Saskatchewan field crops are currently underway.

The report on Communication Technologies in Education was completed and presented to the Minister of Education in January. A project manager was hired to do follow-up work to the report displaying operational alternatives and a costing analysis of use of technologies in distance education in collaboration with other interested departments of government.

The Educational Consultant served as vice-president of the Saskatchewan Association for Computers in Education. A computer questionnaire was designed and mailed to schools in May.

In the 1982-83 school year, 232 television programs were aired on the CBC school telecasts.

The following publications were provided to schools in support of school telecasts;

Program descriptions for school telecasts in two newsletter issues

Telecast schedule

Let's Think About I.P.D.E. — Teacher guide for pedestrian safety

Math Patroll II — Teacher guide and student booklets for mathematics series

Math Patrol III — Teacher guide and activity booklets for mathematics series

MathMakers I — Teacher guide and activity booklet for mathematics series

Parlez-moi — Teacher guide for French language series

Read All About It — Teacher guide and student newspaper for language arts series

Readalong 3 — Teacher guide and three student booklets for a reading series

Thinkabout — Teacher guide for series designed to teach reasoning skills.

Materials Evaluation and Acquisition

Materials Evaluation and Acquisition is responsible for co-ordinating the evaluation of textbooks; the evaluation and acquisiton of 16mm films that support provincially developed courses of study; evaluation of print and non-print materials resulting in the preparation of annotated bibliographies of print and non-print materials which support provincially developed courses of study and also facilitate the development of school library collections; evaluation of and copyright clearance for audiotape and videotape programs produced by other agencies.

Field testing was made possible through the co-operation of teachers who co-ordinated classroom review of titles preselected by the educational consultant.

Evaluation of resource materials for Divison II, Year One Social Studies and textbooks and reference materials for Home Economics 20 and 30 was completed. A bibliography of 16mm titles suitable for the hearing imparied was prepared and distributed to teachers at the R. J. D. Williams Provincial School for the Deaf. Compilation of a bibliography of resource materials for Division I and II Mathematics was completed. Computer Science and *Computer Literacy: A Brief Bibliography* was published in the *Instructional Resources Chronicle Supplement*, January 1983. Sundry other evaluated materials were also listed in this supplement. Verification of titles to support the Christian Ethics curriculum was undertaken.

The activity of the materials evaluation and acquisition program is reflected in the following tables:

Textbook evaluation

Number of titles evaluated	224
Number of field co-ordinators in evaluation	56

16mm film evaluation

Number of titles previewed	167
Number of new titles purchased	38
Number of additional prints purchased	216
Number of field co-ordinators in evaluation	32

Video evaluation

Number of titles previewed	85
Duplication rights purchased	61
Duplication rights renewed	11
Number of field co-ordinators in evaluation	13

Resource Material evaluation

Number of print titles previewed	128
Number of non-print titles previewed	150
Number of field co-ordinators in evaluation	50

Descriptive cataloguing for all acquisitions and school broadcasts was prepared. Appropriate information was supplied to Educational Media Services Branch (formerly SaskMedia).

The *1983 Textbooks Circular Supplement* was compiled.

The consultant prepared an article for the *Instructional Resources Chronicle Supplement*, January 1983 entitled "Policies Relating to Selection of Materials to Support Saskatchewan Curricula". The intent of this item was to provide guidance to administrators and teachers in evaluating and selecting materials.

Additional activities included membership on the Grade Four Social Studies Advisory Committee; continuing membership on the Red Cross Youth Advisory Committee; membership on the Editorial Advisory committee of *Directions* magazine; participation in Saskatchewan Association for Media and Technology (formerly Saskatchewan Audio Visual Association); membership on program subcommittee for annual Saskatchewan Association of Educational Media Specialists conference.

The consultant attended the annual conferences of the Saskatchewan Association for Computers in Education, and the Saskatchewan Association of Educational Media Specialists.

Resource Centre

The Resource Centre continued to provide research and reference support to all departmental staff. In 1982-83, 4,610 requests for information, research assistance, computer searches and bibliographies were handled by Resource Centre staff. A total of 11,736 books, periodicals and articles were circulated to departmental staff. The Resource Centre borrowed 1,030 titles on interlibrary loan from other libraries and lent 136 titles to other libraries.

The Resource Centre continued to loan special format materials, including large print books, braille books and talking textbooks, to visually impaired students in Saskatchewan schools. A total of 720 titles from this collection were loaned to these students. The Resource Centre had 125 titles produced in large print.

The following collections are maintained by Resource Centre staff:

Reference collection
Professional books
Authorized textbooks
Special format collection
Sample test collection
Publishers' catalogues
Government documents
ERIC reports on microfiche
Kits
Pamphlet collection
Journals and newspapers

A total of 1,351 titles were added to these various collections.

Educational Media Services

Educational Media Services was established April 1, 1983 upon dissolution of the Saskatchewan Educational Communications Corporation (SASKMEDIA).

Services:

- Provision of technical personnel and facilities for production of educational programming.
- Loan of 16mm educational films to all Saskatchewan schools and general public.
- Audio and video duplication, to assist schools and other organizations in developing building level collections.
- Assistance in the acquisition of media.
- Cleaning and repair of 16mm films held outside Educational Media Services.
- Preparation of a media resources catalogue for distribution throughout the province. Approximately 3,400 are distributed annually.

Student Services and Program Evaluation

Student Services and Program Evaluation Branch has responsibility for developing systematic techniques and procedures for assessing courses of studies K-12, to include setting up a bank of information on provincial course of study, directing and conducting studies to identify required revisions of existing courses K-12, directing and conducting studies to determine need for new courses K-12 and in cooperation with Program Development Branch, assisting in the design of courses and execution of course implementation.

This branch prepares and administers Grade XII examinations in the core academic subjects, and administers department policy on teacher accreditation and Division IV credits.

In addition, the branch evaluates transcripts of out-of-province students, provides inservice training of teachers in evaluation, and consultative services to administrators and teachers on evaluation.

Program Evaluation

During the past year the branch assessed the Social Sciences courses of studies Grades 1-12 for needed revisions. A final report indicating needed changes in the Social Studies courses was completed and submitted to the Program Development Branch.

The assessment which was started in Kindergarten in 1982 was completed and a report indicating changes was submitted to the Program Development Branch.

Provincial learning resources centres services are the subject of an overall assessment with regard to role and services. The assessment is near completion and a final report will be submitted to the Instructional Resources Centres Branch in November, 1983.

Grade XII Examinations

For the three sittings in January, June and August traditional type examinations were prepared in English A 30, English B 30, Social Studies 30 (New Course), and Economics 30 (New Course).

Machine scored examinations for each of the three sittings were prepared in Social Studies/History 30, Geography 30, Modern Algebra 30, Modern Geometry-Trigonometry 30, Mathematics 30, French 30 (Voix et Images), French 30 (Le Francais International), Physics 30, Chemistry 30, BSCS Biology 30, Modern Biology 30, Geology 30, Advanced Foods 30 I and II, Advanced Clothing 30 I and II, Family Life 30, Housing and Interior Design 30, Economics of the Home 30, and Family Finance 30.

The number of writing centres established for each of the three examination sittings was:

1983 Sitting	Number of Centers In Province	Number of Centres Outside of Province
January	284	0
June	332	23
August	20	1

The number of papers machine scored and handmarked by a board of sub-examiners at each of the sittings was as follows:

1982 Sitting	Marked	Hand-Scored	Machine Scored
January	17	3,071	6,294
June	24	4,571	14,172
August	4	216	359

Evaluation

As of October 1983, evaluation of Division IV standings obtained outside Saskatchewan was requested by 1,918 students and 241 students were granted standing in music for certificates obtained from recognized music schools and conservatories.

From January 1, 1982 to December 31, 1982, 22,782 transcripts of Division IV marks were issued to various universities, other post-secondary institutions and to students and teachers.

Consultative service was provided to students, adults, parents, teachers and administrators with respect to the Division IV program requirements, admission requirements to post-secondary institutions, equivalent standing granted by other provinces to Saskatchewan students and topics related to final standings and completion of grades.

Inservice work in evaluation was provided by one evaluation consultant during the year in a number of jurisdictions throughout the province. The section also made available speakers at workshops, institutes, conventions and meetings during the year.

Accreditation

This section maintains a record of all Grade XII teachers granted accreditation privileges.

Marks granted by accredited teachers account for approximately 60 percent of all the marks earned by Grade XII students in the subjects which fall under the accreditation policy.

Consultative service was provided to administrators with respect to the requirements teachers must fulfill to become accredited.

The head of this section attended and participated in the annual Teachers' Professional Exchange Seminars held in the month of August in 1983.

Teacher Services

Teacher Services issues teachers' certificates and deals with matters related to the issuing of these certificates. It also has a responsibility for coordinating departmental resources in teacher education.

Board of Teacher Education and Certification

This board oversees teacher education and certification in the province. The board acts in an acvisory capacity to the Minister in regard to teacher education and certification, and has a responsibility for hearing appeals from teachers whose eligibility for certification is in question.

Some of the major items considered by the board during the past year were teacher demand and supply, majors and minors in Bachelor of Education programs and portability of teachers' certificates. The regulations now provide that requirements for three-year Standard "A" Certificates must be met by December 31, 1984. After that date teachers will require four years of training and a degree for initial certification. Vocational and Technical Certificates will continue to be issued on the basis of three years of post- secondary training.

The number of students enrolled in teacher education programs at the universities for the 1982-83 year were as follows:

University of Regina	934
University of Saskatchewan	1,492

These figures include the number of students enrolled in the regular programs. This represents an increase of 219 students from the previous year's enrolments at the two universities.

The Board of Teacher Education and Certification met three times during the year.

Teacher Certification and Qualification

The statistical section of this report provides information concerning the teaching force. An over supply of teachers was again apparent with staffing difficulties occuring only in a few subject fields and remote geographical areas. One hundred and twenty-seven Probationary Certificates were issued for regular, temporary and part-time teaching positions.

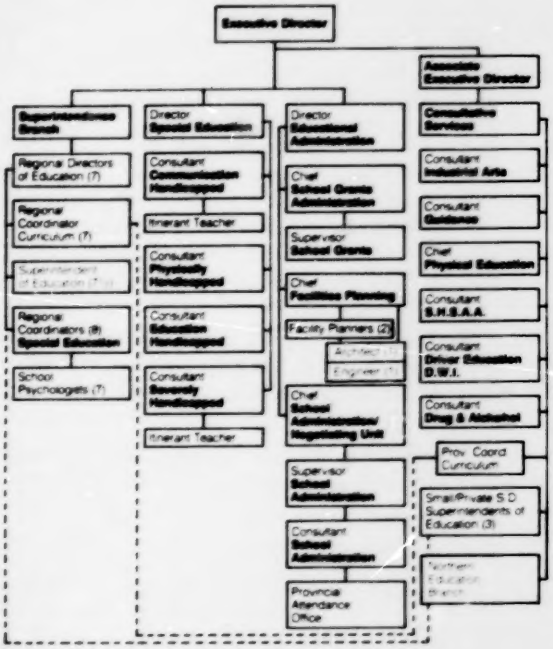
Teacher Classification Board

The Teacher Classification Board met four times during the year. The board heard 24 appeals of which three were allowed at a higher classification and 21 disallowed.

There were no changes in the salary classification regulations during the year.

Regional Services Division

Regional Services Division contains five branches which are: Special Education Branch, Superintendence Branch, Educational Administration Branch, Consultative Services Branch and Northern Education Branch. The division comprising both a central office and a field office component provides consultative, supervisory, and program support services to school jurisdictions in Saskatchewan. It also serves feedback to central office on program effectiveness, current issues and administrative concerns.



Regional Services personnel consult directly with boards of education and their professional staff in matters relating to:

- general school jurisdiction;
- financial matters affecting the jurisdiction;
- capital project proposals and reviews;
- special education programs and services;
- curriculum and program implementation.

Additionally Regional Services provide:

- interpretation of legislation and regulations pertaining to education;
- Department of Education policy interpretation.

Regional Services Division personnel are involved in:

- provincial teacher salary bargaining;
- maintaining and servicing records of school division boundaries and reviewing land transfer requests;
- establishment of boards of mediation and conciliation related to disputes arising in teacher collective bargaining.

Superintendence Branch

The field component of Regional Services Division includes regional offices in: Weyburn, Swift Current, Yorkton, Saskatoon, Melfort, North Battleford and Regina. Additionally the Northern Educatoin Branch is located in La Ronge.

A total of 7½ district superintendents of education reporting to the respective regional director, served the following school divisions:

Prairie View S.D. No. 74
Wood River S.D. No. 70
Mathieu R.C.S.S.D. No. 7
Mankota, Our Lady of Fatima R.C.S.S.D. No. 90
Thunder Creek S.D. No. 78
Deer Park S.D. No. 26
Ile-a-la Crosse S.D. No. 112
Creighton S.D. No. 111
Municipal Corporation of Uranium City and District
Melville Comprehensive High School Board
St. Henry's R.C.S.D. No. 5
Melville S.D. No. 108
Sturgis S.D. No. 45
Humboldt Rural S.D. 47
Humboldt S.D. No. 104
Humboldt R.C.S.S.D. No. 15
Humboldt High School Division

Each regional office included a regional director, a regional co-ordinator — special education, a school psychologist, a regional co-ordinator — curriculum and a secretary.

Regional office personnel, in addition to regular internal administrative tasks, also undertook the following:

- Regular and systematic consultation with boards of education and their staff with respect to administrative and instruction matters.
- Program implementation and support activities were carried out with jurisdictional administrative and instructional staff.

- A review of the boards' of education capital project request and a priorization of these requests in conjunction with the Facilities Planning Branch.
- Coordination of Special Education Services provided within the region was done in a systematic and ongoing basis. This included activities related to the designation of pupils with disabilities which was carried out in conjunction with the Special Education Branch.
- Psychological assessments and diagnostic services were provided for pupils with special learning needs.
- "Mediation" of various disputes between and among boards of education, local boards of trustees, parents and teachers.
- Special assignments and investigations were carried out as required by the Executive Director, the Deputy Minister or the Minister of Education. These functions were carried out in conjunction with other branches and divisions of the department or by regional personnel on their own.

Small Schools Superintendents

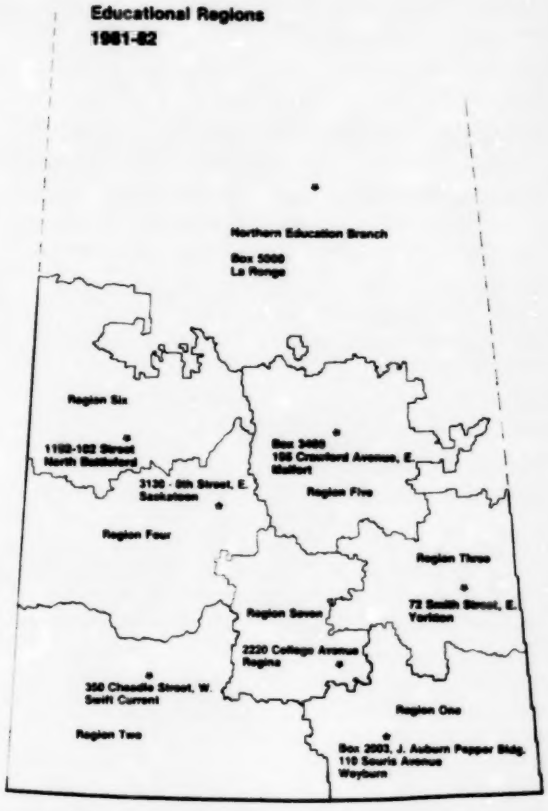
A unit of three superintendents of education were assigned responsibility for supervisory, advisory and support services to the boards, staff, parents and students of private schools and certain small school divisions. Additionally they served as support to the jurisdiction in relation to the private alternative programs established in a number of centers in the province.

Statistical information regarding private and alternative program schools is detailed below:

Year	Number of Private High Schools	Number of Private Elem. Alternative Programs	Total	Enrolment
1976-77	12	4	16	1,607
1977-78	12	8	20	1,635
1978-79	13	16	29	2,255
1979-80	13	18	31	2,356
1980-81	11	20	31	2,470
1981-82	11	25	36	2,742
1982-83	10	30	40	2,463

Of the total enrolment in the private schools 1,747 are in private residential high schools (including College Mathieu in Gravelbourg), 716 in the 30 private alternative elementary programs and private schools with specialized programs.

Educational Regions 1982-83



• Indicates Regional Office

Northern Education Branch

Upon realignment on October 1, 1982 this unit was added to Regional Services. This branch includes an administrative section, a superintendence section, a program and materials development section and a special education section.

The unit continued its involvement in the calculation of northern school division grants. Additionally the following special programs were administered:

- NORTEP — a northern field based teacher training program — 14 graduates from the 1982-83 program.

- Innovative Grants — a program designed to encourage innovative teaching methods and program delivery.
- Northern Education Opportunities Grant Program — 8 projects which provide educational intervention for students who have shown a low level of achievement.

Program Development

The Northern Education Unit was involved in the development of several programs. These were:

Science: A K-9 Forest Ecology Unit was developed to supplement the existing K-9 science program.

Alternate Vocational: Work continued on revisions to the core curriculum areas to provide alternatives. Piloting of the completed materials is set to begin.

Mathematics: The development of a pre-test for Division I has been initiated. Content material for the development of tests for Division II has been collected.

Social Studies: Revision of Heritage 9: History of Northern Saskatchewan completed.

Innovative Projects: Funding has been provided for projects related to Drama and Career Education.

Curriculum Implementation

Implementation of provincial courses of study within the northern region was initiated using the model established by the department prior to realignment in October 1982.

Implementation workshops were conducted in Division I and II Math, Career Education and Multigraded classrooms were conducted.

Special Education

Northern Education Branch plans and implements special educational services to handicapped students throughout the Northern Administrative District.

Special education services during 1982-83 included assessments, program recommendations, program planning and follow-up services to all the school divisions in the areas of school psychology, and speech pathology/therapy.

Liaison is maintained with the Department of Health and the Department of Social Services.

The branch implemented coordination of counselling services during 1982-83.

The following designations of high cost handicapped structure were made:

Nature of Handicap			
TMR	LD	ED	HI
15	60	5	10

Materials Development

This work unit provided support for instruction through the development of classroom materials, revision of existing materials, production of materials for pilot projects, production of on-going language motivation materials, native language materials and services to divisions in the form of teacher inservice and teaching at NORTEP.

The unit is concerned specifically with materials that relate to and reflect the culture, life-style and environment of Northern Saskatchewan.

Materials produced last year are:

- Northern focus, five slide-tapes distributed by the department;
- Northern Style children's newspaper — 3 issues — 15,000 copies;
- environmental awareness materials — 2 booklets — 10,000 copies;
- counselling kit materials, Unit I including posters, slides, games and illustrations;
- Chipweyan language materials printed — 20 titles;
- Drama Handbook — Innovative Grant project printed;
- Heritage 9 kit materials — four kits reproduced.

Consultative Services Branch

This branch is responsible for the provision of consultative services to superintendents, directors, boards, teachers, students and parents in special areas considered to be a priority, either at the provincial or regional or divisional level. Close cooperation with the Development Division promotes co-ordination in the development and revision of various program areas.

The activities of consultants are closely interwoven with the related activities initiated by the regional offices. Thus, during 1982-83, Consultative Services Branch supplemented and complemented the services of the regional offices in areas of program implementation and maintenance.

The following is a summary of the activities undertaken by this branch in 1982-83:

Guidance Services

Programs

Consultative services were utilized by counsellors, teachers, principals, directors, superintendents and school boards to assist with program planning and

resources evaluation for Group and Homeroom Guidance, Incidental and Informal Guidance, Guidance Counselling and Career Education modules.

Implementation

Sixteen workshop leaders have been provided with an orientation to Career Education and its implementation at the regional, divisional and district levels.

Professional Development

The teacher bursary program provided assistance for professional development in the areas of guidance. Nineteen teachers and counsellors received bursary support for further training during the summer and spring sessions at the universities.

Technical Education

During the year under review, consultative services were utilized by school boards, directors and superintendents to assist with program evaluation, facilities planning and equipment purchases. Teachers were assisted with program planning, project selection, methodology and evaluation during visits to schools throughout the province. The consultant attended and spoke at various conventions and teacher institutes and, in addition, held meetings with outside agencies — the Department of Indian Affairs, the Correction Service of Canada, the Department of Social Services, the Department of Labour, and the Department of Advanced Education and Manpower. These meetings were held to correlate programs and establish accreditation policies in a wide variety of technical courses.

Curriculum committee meetings were held to review texts, plan workshops, and establish guidelines for curriculum revision in building construction, automotive and electricity-electronics.

Physical Education

Physical education is an instructional activity program directed to all students for the enhancement of human growth and developmental needs and the promotion of proper personal health strategies for life. The Department of Education continued to promote the implementation and maintenance of daily physical education in Saskatchewan schools. The program is based on a philosophy of "movement education" which is an individualized approach to physical education incorporating a variety of teaching styles.

The program provides for the growth and developmental need of participants through exposures to dance, rhythmics, gymnastics, games skills and seasonal activities. It places a heavy emphasis on social interaction.

Teacher inservice programs were conducted extensively throughout the province. These programs consisted of school visitations and local or regional workshops. The regional workshops centred mainly around gymnastics and dance.

Workshops leaders from each region have been training and are now available for teacher support at the divisional and school level.

Saskatchewan High Schools Athletic Association

The Saskatchewan High Schools Athletic Association (S.H.S.A.A.) is a provincial association of volunteer high school athletic coaches charged with the responsiblity of administering the extra-curricular program for Saskatchewan high schools.

The association had its beginnings as an administrative group in 1943, although sponsored activities on a provincial level go as far back as 1921. The program has grown over the years to an extent that, in the school year of 1982-83, the S.H.S.A.A. sponsored 31 separate championships in ten different sports with a total team entry of 2,641. This total reflects only an entry of one representative team from each school and does not take into consideration the junior programs or the intramural teams found in most schools. Although the association deals directly with the schools' representative teams it is also committed to the implementation of adequate physical education curricular programs for all students.

The S.H.S.A.A. consists of 13 district associations, a provincial council and an executive council. The accompanying map illustrates the ten rural districts and Moose Jaw, Saskatoon and Regina. Schools in the Northern Lights Division compete in the northern district which is most convenient on a travel basis. Each district is permitted five voting delegates at the annual meeting held in June. These delegates discuss and implement the policies and regulations which govern the association's operation.

The program in 1982-83 was highlighted by the consolidation of changes made in previous seasons with the two following exceptions:

- A fifth classification in basketball was incorporated for the large city schools of Regina and Saskatoon.
- The elected executive was empowered by the membership to develop guidelines for commercial involvement in S.H.S.A.A. programs, and to enter into agreements which follow the established guidelines.

The Department of Education continues to supply the administrative support services for the association and with this support the program remains strong. The activities organized by the S.H.S.A.A. are as follows:

Total Team Entry			1980-81	1981-82	1982-83
Badminton			273	274	285
Basketball —	A	Girls	88	86	81
	A	Boys	84	76	69
	AA	Girls	78	56	60
	AA	Boys	63	39	41
	AAA	Girls	23	30	31
	AAA	Boys	22	28	27
	AAAA	Girls	23	24	24
	AAAA	Boys	22	24	24
Cross Country Running			148	140	146
Curling — Girls			262	264	266
Boys			263	269	267
Mixed			246	250	248
Football —		6 Man	46	41	36
		9 Man	25	22	21
	AAA	12 Man	18	11	12
	AAAA	12 Man	14	19	19
Golf — Sand			49	38	40
Grass			52	52	52
Soccer			46	24	23
				AAAA 15	27
Track and Field			287	288	300
Volleyball —	A	Girls	150	153	156
	A	Boys	127	133	142
	AA	Girls	87	71	72
	AA	Boys	69	47	45
	AAA	Girls	46	36	34
	AAA	Boys	27	27	24
	AAAA	Girls		15	24
	AAAA	Boys		15	13
Wrestling			29	28	33
Total Teams			2,667	2,610	2,641

SHSAA Districts

Section 1
- South West
- South Central
- City of Moose Jaw
- City of Regina

Section 2
- South East
- Qu'Appelle Valley
- East Central

Section 3
- Central
- North East
- City of Saskatoon

Section 4
- North West
- North Central
- West Central
- City of Prince Albert

Alcohol and Drug Liaison Program

The Alcohol and Drug Liaison Program provides consultation, communication and co-ordination between the school and the community through four organizations. These organizations are the Regina Liaison Committee, the Saskatoon Liaison Committee, the Provincial Safe Graduation Committee, and the Interagency Council on Smoking and Health.

Regina Liaison Committee

The Regina Liaison Committee met regularly over the past year. These regular meetings assist the 14 member agencies to share information and develop co-operative programs. The Regina group developed goals and objectives for co-operative action to improve the health of youth in the community with special emphasis on alcohol and drug projects. During the year, the Regina Committee has assessed the services for youth, have determined needs and have adopted a community-school involvement package for implementation.

Saskatoon Liaison Committee

The Saskatoon Liaison Committee shared information, and considered a variety of co-operative school-community youth programs. The Committee assessed services and needs through program reports from the 16 member agencies. An opinion survey was approved for distribution through both Saskatoon School Boards. The Committee has developed a co-operative community-school program to meet the needs of youth. Implementation is scheduled for 1983-84.

Provincial Safe Graduation Committee

The Provincial Safe Graduation Committee planned and carried out a successful Provincial Safe Gradution Student Seminar. Other activities included a Safe Graduation Tabloid newspaper sent to every grade 10, 11 and 12 student in the Province, and the development of a Safe Graduation display. In addition, permission was granted for public use of the C.B.C. production featuring the Avonlea Safe Graduation.

The Safe Graduation Program has seen a regular increase in students and adults attending the Provincial Seminar and a steady decrease in the number of deaths, legal charges and accidents.

Driving Without Impairment Program

The D.W.I. (Driving Without Impairment) Program is an educational program designed to counter the harmful combination of drinking and driving. Participants in the course are persons charged and convicted of an impaired driving offence under Section 234, 235 and 236 of the Criminal Code of Canada. Those first offenders who provincial judges feel will benefit from exposure to the program are referred to the course by way of a probation order.

During the year under review, the program operated in these 34 centres and accommodated 1,700 people:

Prince Albert, Moose Jaw, North Battleford, Estevan, Saskatoon, Swift Current, Meadow Lake, Weyburn, Kindersley, Melfort, Hudson Bay, Carlyle, Humboldt, Tisdale, St. Walburg, Regina, Assiniboia, Porcupine Plain, Oxbow, Nipawin, Canora, Kamsack, Yorkton, Melville, Bengough, Regina C.T.R., Fort San Correctional Camps, North Battleford Correctional Centre, Prince Albert Correctional Centre, and the following points under the Department of Northern Saskatchewan supervision: La Ronge Uranium City, Creighton, Green Lake, Buffalo Narrows and La Loche.

Three instructor/co-ordinator courses with 67 candidates certified to teach the program were conducted in order to respond to increased program demands.

Requests for information about the program and for copies of the curriculum and other materials continue to be received from across the nation.

Driver Education Program

Saskatchewan's Education Act requires all school boards in the province to offer the high school Driver Education Program.

The program in Saskatchewan schools is intended to provide a foundation of knowledge, attitudes, habits and basic skills necessary for the growth and development of safe, efficient drivers. Inherent in the school's responsiblity to teach a skill is the greater responsibility to instill safe habits and attitudes.

The goals of the Driver Education Program therefore are:

- to develop in students effective decision making skills, particularly with respect to operating a motor vehicle;
- to develop in students attitudes and values to encourage driver competence;
- to have students learn to respect and get along with other drivers on the road;
- to develop in students the practice and an understanding of the significance of the concepts of driving safely and skillfully; and
- to develop a sense of pride and self-worth in students.

Students enrolled in the Driver Education Program receive both classroom and in-car instruction and, in some school divisions, driver simulation instruction.

The classroom component of the course offers students a variety of concepts aimed at giving them an understanding of the forces involved in the traffic system which they can put in use later in actual driving. These concepts include: traffic interaction, critical driving tasks, you and other drivers, crash reduction tasks and improving driving conditions.

The behind-the-wheel component of the course provides experience in a training vehicle under the direction of a qualified driver instructor. This part of the program normally consists of observation time and actual driving experience.

Some of the driving activities include: traffic interaction tasks, special manoeuvre and critical situation tasks.

Major program thrusts during the year under review were continued concentrating in the area of consultative services to school officials and driver instructors through personal visitations to schools throughout the province. Moreover, 23 instructors satisfactorily completed the Instructor Preparatory Course.

Curriculum Implementation

In addition to the activities of the various provincial consultants, the Department of Education modified its focus in relation to program implementation and consultative support. Commencing with the 1981-82 school year, a seconded teacher was placed in each region to act as a facilitator and co-ordinator of program implementation. These teachers, who were given the position title of "Regional Co-ordinator — Curriculum", co-operate with the Program Development Branch personnel and Department of Education consultants in the necessary teacher inservice activities for new or revised provincial programs. They also are available to support those inservice projects initiated by Directors/Superintendents and professional development committees.

Instead of the subject specialist role which was formerly assigned to the seconded personnel in the regional offices, those now on staff were chosen on the basis of skills required to co-ordinate and provide program implementation and service to

teachers. To facilitate this process they utilize and co-ordinate the services of consultants and practicing teachers with specific expertise. These persons come from the universities or school systems.

Teachers and consultants recognized for certain expertise are seconded for short periods of time from boards of education and involved in an intensive program designed to train them as workshop leaders. These persons are then available for regional, inter or intra-regional inservice activities. For programs approved by the department the board is reimbursed for the salary of the seconded teacher. Expenses and any honoraria are paid directly to the teacher by the department.

During 1982-83 major training sessions with associated workshops were undertaken in the areas of Physical Education, Computer Science and Home Economics. In addition, activities were undertaken in relation to Multi-gradedness and teachers in designated schools. On-going activities continued in the fields of Mathematics, Music and Career Education.

Special Education Branch

Special Education is the provision of appropriate public education for handicapped children. The objective of the Special Education Branch is to promote the development and improvement of specialized educational programs and services, thereby ensuring equality of educational opportunity for exceptional children.

During the year under review the branch provided supervisory and consultative services to school boards, administrators, teachers and parents. A total of 3,279 high cost handicapped children were identified and provided with an educational program designed to meet their individual needs. Low cost handicapped children were also served by school boards throughout the province, usually in an integrated educational setting. A detailed account of educational services to handicapped children is presented in Table IX.

Special Education services are made available through three components of the department. Provincially, the Central Office Branch provides specialized consultancies in the areas of communication handicap. Responsibility for sub-areas of handicap have been assigned appropriately to each consultancy. A more detailed description of these programs is presented in the following sections of the report.

Regionally, Coordinators of Special Education and School Psychologists continued to provide service to the education regions. Their activities are intended to assist school divisions in identifying needs of handicapped children, and planning and coordinating support services to meet those needs. Regional Coordinators work closely with the provincial arm of special education planning and developing legislation and standards as these apply to the education of exceptional pupils.

Additionally, the R.J.D. Williams Provincial School for the Deaf in Saskatoon, and the W. Ross MacDonald School for the Blind in Brantford, Ontario continue to provide an educational program for certain selected handicapped pupils. These programs are reported in detail elsewhere in this report.

The department's four-level funding policy was continued, with an upward adjustment in the amount of the grants from the previous year.

Low Cost handicapped pupils obtained funding at the incremental rate of $1,198 per student, applied to three per cent of Division I, II and III and one half of the kindergarten populations.

High Cost handicapped pupils obtained funding recognition at three levels depending upon the severity of the handicapping condition and the nature of the compensatory program provided. Rates of recognition per student were as follows:

Level I — $3,515; Level II — $4,735; Level III — $5,350. Basic per pupil rates, applied in addition to incremental rates, range from $1,084 to $2,669.

High Cost funding at one half of the high cost level I rate was initiated for Learning Disabled Students between the ages of 16 and 21 years.

In addition, a grant of $300. per student was introduced to assist school divisions with the purchase of certain approved equipment for use by disabled pupils.

Consultancies:

- Physically Handicapped

The area of the Physically Handicapped includes three distinct areas of disability. These are visual impairment, orthopedic handicaps and chronic health impairment.

During the 1982-83 school year the majority of visually impaired students in Saskatchewan were served in their home school jurisdictions. This includes the provision of braille programs in six centres as well as service to other children with varying degrees of visual loss.

Itinerant/resource programs serving several visually limited children operated in both Regina and Saskatoon. One blind child and one deaf/blind child attended the W. Ross MacDonald School in Brantford, Ontario. A total fo 12 children were enrolled in the deaf/blind program at the R.J.D. Williams Provincial School for the Deaf.

Through the Resource Centre, special format materials including braille, large print and audiotape were provided to print-handicapped youngsters. Large print materials were prepared within the department, while braille and taped materials were provided in cooperation with the Canadian National Institute for the Blind, Saskatchewan Division. Other services offered through CNIB included vocational counselling, orientation and mobility instruction and low vision assessment.

Two major centres, Children's Rehabilitation Centre in Saskatoon and Wascana Hospital in Regina cooperated with the department and with school boards to provide services for children with orthopedic disabilities.

While some children were served in these hospital settings, the majority were served in their local school jurisdiction with consultative assistance from hospital and regional health personnel as well as from the Special Education Branch. Programs involved resource teachers, classroom teachers and teacher aides. Special equipment, architectural modifications and special transportation arrangements helped to facilitate educational opportunities.

Special resources for use with children who had chronic health impairments included home-to-school telephone hook-ups and the Correspondence School. Home teachers were employed through local school divisions and received various kinds of consultative services from the Departments of Education and Health.

The Awareness of Disabled Persons' Project initiated in the 1981-82 school year continued. The project was coordinated by the Saskatchewan Council for Crippled Children and Adults and sponsored by participating school boards. Throughout the school year a total of 25,155 children in 167 schools participated in these sessions, which focus on the effective integration of disabled persons into society.

■ Communication Handicaps

The communication handicaps consultancy includes students who are categorized as hearing impaired and non-verbal/limited verbal requiring an augmented communication program.

During the 1982-83 school year, 1116 children in the province of Saskatchewan were identified with some degree of hearing loss. This statistic includes children between birth of twenty-one years of age. This information is derived from audiological assessments provided by audiologists employed with the Saskatchewan Hearing Aid Plan and University Hospital. Audiological information and its related educational implications was provided to serving school divisions by the Provincial Education Consultant for Communication Handicaps.

Educational programs are provided to hearing impaired children between the ages of three and 21 years. Departmental consultancy services are provided to school divisions to facilitate appropriate educational placement and to provide educational program assistance.

Most hearing impaired children in Saskatchewan attend public school programs in their home community. Resource room programs and itinerant teaching services are provided to students requiring specialized instruction. With the provision of adequate support services the success of a hearing impaired student's integration into the public school program is ensured.

During the 1982-83 school year, 108 students attended the R.J.D. Williams Provincial School for the Deaf, where total communication methodology is used. Eight students attending Williams School also attended classes in Holy Cross high school in Saskatoon.

Emphasis continued upon the provision of educational services for preschool hearing impaired children. Both the Regina Public and Saskatoon Public School Boards offered self-contained classes for severe and profound hearing impaired children three to six years of age. Where appropriate, these preschool children also attended a community kindergarten program. In rural communities, preschool children with significant hearing losses were enrolled as early entrants into kindergarten.

Where required, consultancy services are provided to school divisions with the identification and placement of students into the provincal Deaf/Blind Program. This program is located in the R.J.D. Williams Provincial School for the Deaf. Twelve students attended the program this year. The Deaf/Blind Program is housed in a facility specially designed to accommodate the concomitant visual and auditory impairments.

A close liaison is maintained by the consultancy with other government departments, non-governmental agencies and parent groups which serve hearing impaired children.

Personal amplification for a hearing impaired child is fitted by a trained audiologist. The Special Education Branch works closely with audiologists employed by the Department of Health in the selection of appropriate personal FM amplification

systems. Financial assistance is provided to school boards through high cost grants to purchase personal FM amplification systems.

Consultancy services are provided to facilitate the transfer of students from secondary into post-secondary programs. Services for Hearing Impaired Persons (SHIP) provides two major services to post-secondary hearing impaired persons in their home communities. These services included vocational and/or career counselling and placement, and sign language interpretor services.

Other activities of the consultancy included assisting with the planning and provision of teacher inservice training programs.

This school year was the second year of operation for a program to provide a specialized learning assessment service. The Psychoeducational Assessment Clinic (PEAC) for Hearing Impaired Students, located at R.J.D. William Provincial School for the Deaf in Saskatoon, provides four major services to school divisions. These services include a complete psychoeducational assessment, parent counselling, teacher-inservice and site visits to community schools to provide educational program assistance. The clinic coordinates its services with audiological, medical and educational services provided by agencies and other government departments. The services of the clinic are available to school divisions and the R.J.D. Williams Provincial School for the Deaf to facilitate integration of hearing handicapped students into the least restrictive learning environment.

Through an interprovincial training agreement, teacher training places were purchased for a second year in the Diploma Program for Teachers of Hearing Impaired at the University of British Columbia. Financial assistance was provided to four students who were awarded educational bursaries. This arrangement shall continue for the next three school years.

The department provided educational assistance with the evaluation and selection of communication programs for children of limited oral skills. The use of an electronic communication aid was successful for many students.

A departmental review was conducted of total communication programs throughout North America for hearing impaired students in public school programs. (In Saskatchewan, school divisions offer oral programs for the hearing impaired and the provincial school for the deaf program uses total communication methodology) The Study was conducted over a ten month period, and the committee presented its findings in a written report. It was concluded that other provincial and state jurisdictions have successfully implemented community based programs for hearing impaired children using total communication methodology.

■ Severe Handicap

Educational services to children with severe and multiple handicaps are provided within a variety of educational settings, in accordance with the Department of Education commitment to the concepts of normalization and integration. Programs are offered in settings ranging from segregated developmental centres to the regular classroom.

The developmental centre program operates provincially with the option of either school board or parent management board administration. During the 1982-83 school year 23 developmental centres were in operation, with 13 centres administered by local school boards. Three additional centres have indicated their intention to move to school board administration.

Resource teachers, classroom teachers and teacher aides are involved in direct programming. Consultancy support provides direct programming assistance to children in developmental centres, as well as to children placed in regular classrooms. Consultative support from the Departments of Health and Social Services helps to maintain the young handicapped child in integrated program settings. Increasing transdisciplinary teamwork bridges home programming with school programming, and encourages parents to become more involved in the program development for their children.

Programs for approximately 810 students with trainable mental retardation were served in the various communities throughout Saskatchewan. Program implementation is directed towards functional skill, socialization, communication and vocational and life skills development. Collaboration is increasing with therapists and specialists involved in motor training, sensory stimulation and communications, as programs are designed to meet children's needs. Approximately 28 per cent of this total are being served in integrated settings.

The Department of Education, in co-operation with the Department of Social Services — Day Care Branch, continues to investigate the provision of compensatory preschool programming for mildly handicapped three and four year old children through two structured integrated day care programs. The matter of administrative responsibility for services to preschool handicapped children is the subject of consideration by an interdepartmental committee of deputy ministers.

■ Educational Handicap

The consultancy for Educational Handicaps includes the learning disabled, the educable mentally handicapped, and the socially/emotionally handicapped.

Following requests for a revision of the designation process for the emotionally disturbed, the Special Education Branch initiated the establishment of multidisciplinary designation committees in Educational Region IV, on a test basis. Four school divisions participated in the project. In each division committees were established composed of school division personnel, psychiatrists, psychologists, social workers, and Special Education personnel from the department.

In April of 1983, participants met to discuss the results of the project. Reactions were generally positive but concerns remained particularly with respect to confidentiality and the involvement of parents. The process was designed to insure the involvement of health professionals in the provision of programs for children who are so severely handicapped that they require a medically oriented treatment component in conjunction with the educational program. The participating school divisions have agreed to continue with the committee designation process for an additional year.

As a result of expressed teacher interest, the department has participated in a project with the University of Saskatchewan and four school divisions in the Saskatoon area to produce an inservice education program on behaviour management in the classroom. The program will consist of a series of videotapes using a telecourse format and will be pilot tested in the Saskatoon Shared Services Area.

The 1982-83 school year saw the introduction of a level of preferred funding for students between the age of sixteen and twenty-one who are severely learning disabled. A total of forty-five students were designated under this provision during its initial year of applicability.

School divisions identified and provided intensive programming for 14,321 students through grants provided under the designation of learning disabled. Based on performance over the preceding three years, about 700 of these students will no longer be designated as high cost learning disabled, thus indicating the effectiveness of the remediation programs occuring in the schools throughout the province.

■ Gifted

During the year under review, the department has focused its resources in gifted education on two major related activities:

(i) The development of two multimedia inservice units.

(ii) The training of facilitators to deliver these inservice units to school division personnel.

The resource materials for these units include slide-tape presentations, overheads, wall charts, tasks and learning games for teacher participation, sets of background readings and an instruction manual for the facilitator. One inservice program emphasizes the recognition of the gifted children. The other introduces strategies for teaching these children. A pyramid approach was used to train workshop facilitators. Initial inservice training was carried out with the Regional Coordinators of Special Education. The Coordinators provided training to school division consultants who in turn provided inservice education to those practising teachers that had demonstrated an interest and commitment to meeting the needs of gifted learners. Approximately 120 resource personnel have completed the training sessions. These training personnel have begun to team in various combinations with each other to provide for the ongoing delivery of the inservice program.

An Enrichment Fair, co-sponsored by the Department of Education and the Saskatchewan Council for the Education of Gifted Learners, provided an opportunity for approximately 130 teachers to develop some enrichment materials that would be of use to them in the programs.

During the year, the Department of Education engaged a consultant in gifted education to plan, coordinate and provide departmental services in this area. The consultant responded to numerous requests for the development of inservice and consultative assistance, and also initiated the planning activity for Unit III in the In-service Education programs. This is to be an extension of Units I and II for those teachers who are ready and interested in progressing beyond the awareness level and in becoming actively involved in structuring special learning materials for gifted students.

The consultant has undertaken a project to expand the ideas contained in a program development division document entitled *Provisions for Special Needs Students — Curriculum Committee Procedures*, to include consideration of gifted learners. This will involve interpreting and extending the curriculum concepts introduced in the teacher inservice program (Unit II), and to present them as a guide for curriculum developers and teachers.

Plans were initiated to establish an enrichment clearing house of instructional resource materials. Besides being a repository of both commercial and teacher produced materials and programs, the clearing house will provide an evaluation component of these materials.

Identified Hearing Impaired Children (0-21 years) in Saskatchewan, 1982-83

	Region								
Degree of loss	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**Northern Education**	**Total**
Profound *(90 dB — greater)	11	5	12	58	13	6	26	13	144
Severe *(70 dB - 90 dB)	9	10	6	24	13	7	38	15	122
Moderate *(50 dB — 70 dB)	12	7	11	26	12	11	33	5	117
Mild *(20 dB — 50 dB)	30	29	33	98	41	23	99	19	372
Unilateral	36	30	27	38	35	19	134	20	339
Deaf/Blind	0	2	3	11	2	1	2	0	21
Total	98	83	92	255	116	67	332	724	1,115

*Hearing Loss based on loss in better ear.

Educational Administration Branch

The major objectives of the Educational Administration Branch are to maximize the availability of educational programs and services to pupils, to promote equality of educational opportunity throughout the province, and to assist boards of education to provide an equitable, high quality, basic educational program without an unduly high level of local taxation.

The branch accomplishes these objectives through several activities:

- distribution of provincial grant monies on the basis of the foundation grant formula, which is based on an equalization principle designed to quarantee equality of educational opportunity regardless of the financial base of individual school systems;
- provision of assistance and guidance in the design, location, cost and financing of school facilities;
- initiation of changes in the legislative framework within which school boards and the department function;
- provision of service in an administrative and advisory capacity to school boards in matters related to school law, land transfers and boundary changes;
- provision of service of a consultative nature to school boards in financial and administrative matters.

School Grants Administration

Changes in the grant formula for 1983 included:

1. Pupil rate increases of:

- $80 for kindergarten students in Regina, Saskatoon, Prince Albert and Moose Jaw Public and $87 for kindergarten students in other jurisdictions.
- $155 or $168 for Division I and II students.
- $169 or $184 for Division III students.
- $193 or $209 for Division IV students.

2. Rural transportant rate of $100 per student transported and $115.50 per recognized kilometre of bus travel. These rates place a greater emphasis on the distance component of the calculated recognition that was the case in previous years.

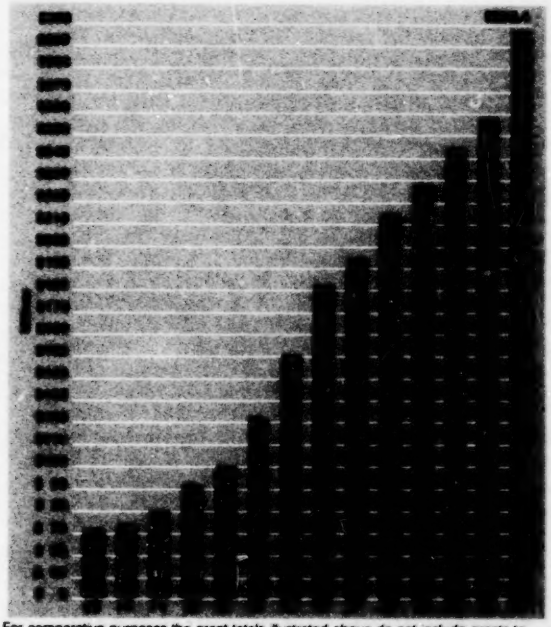
3. Increased second language and special education student rates.

4. Extension of the small schools recognition to include Division I and II. Additional recognition has been provided for all schools in rural, town, and village school divisions where the enrolment per grade is fewer than 20 pupils.

5. An increase in the computational mill rate from 83.25 mills in 1982 to 90 mills for 1983 in Regina, Saskatoon, Prince Albert and Moose Jaw, and from 82 mills to 88.5 mills in all other jurisdictions.

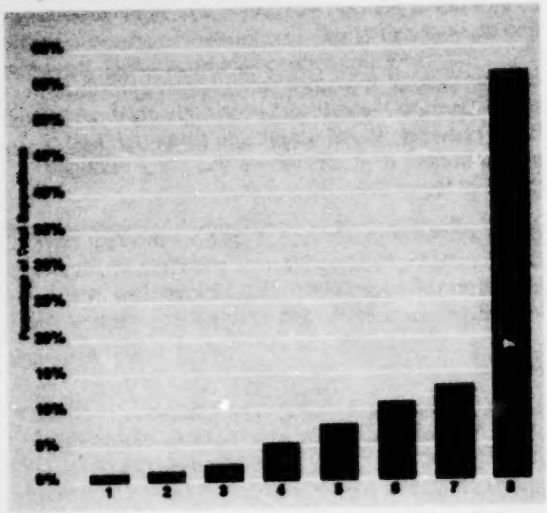
Effective October 1, 1982, *The Department of Northern Saskatchewan Re-alignment Consequential Amendment Act, 1982* transferred authority for certain educational responsibilities in Northern Saskatchewan to *The Education Act*. Although the basic premise underlying distribution of grant funds to the northern school divisions is consistent with that of the southern grant formula, the northern grant formula includes factors which recognize additional costs associated with the operation of schools in the northern part of the province.

Grants to Schools 1969 to 1982



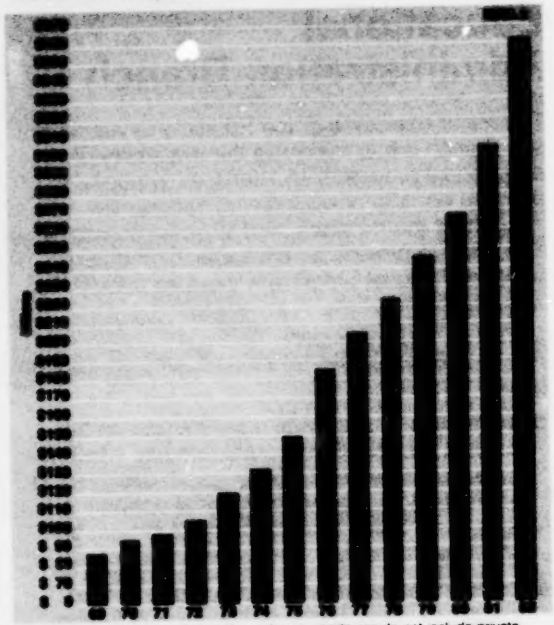
For comparative purposes the grant totals illustrated above do not include grants to universities and colleges. Commencing in 1982 the grant total includes $4,346,000 for payments to school divisions formerly the responsibility of the Department of Northern Saskatchewan.

Distribution of School Division Expenditures, 1982



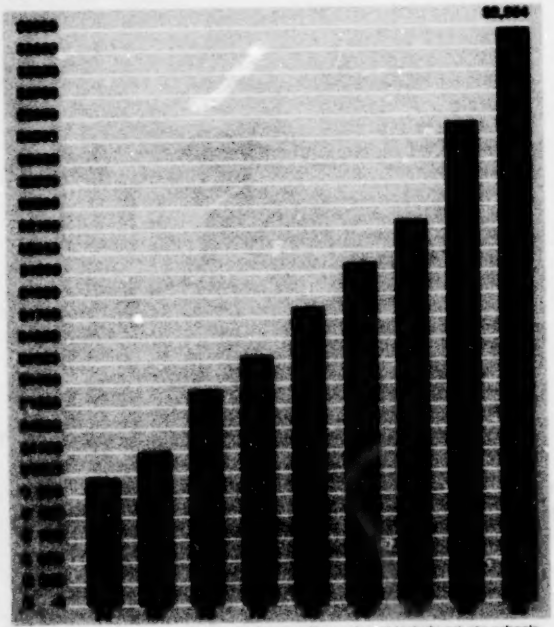
		Northern	Total	Percentage
1	Miscellaneous Reserves and Ancillary	$ 912,617	$ 7,644,011	1.20
2	Capital	125,761	8,753,099	1.37
3	Administration	1,346,787	15,753,331	2.47
4	Debt Charges	667,841	33,841,575	5.31
5	Instructional Material and Equipment	3,069,470	51,969,285	8.16
6	Plant Operation	4,725,918	71,278,320	11.19
7	Fees and Transportation	2,590,752	86,053,441	13.51
8	Professional Salaries	10,158,628	361,879,029	56.79
	Total	$23,597,774	$637,172,091	100.00

Teacher Salary Expenditure 1969 to 1982



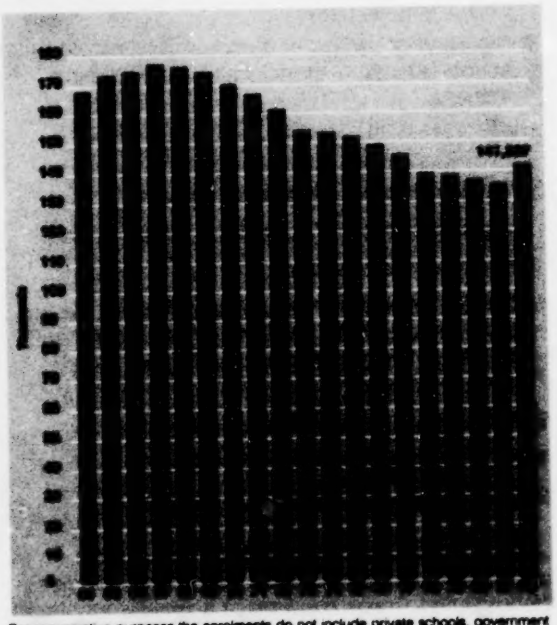
For comparative purposes the teacher salary expenditures do not include private schools, universities, or colleges. Commencing in 1982, the teacher salary expenditures include $10,158,628 for school divisions formerly the responsibility of the Department of Northern Saskatchewan.

School Board Expenditures Per Pupil 1974 to 1982



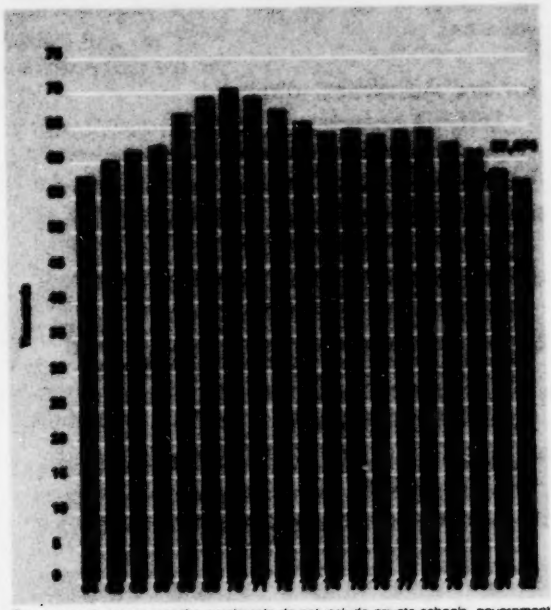
For comparative purposes the per pupil expenditures do not include private schools, universities or colleges. Commencing in 1982 the per pupil expenditure calculation includes school divisions formerly the responsibility of the Department of Northern Saskatchewan. ($2,961 per pupil exclusive of these school divisions)

Elementary Enrolment 1964 to 1982



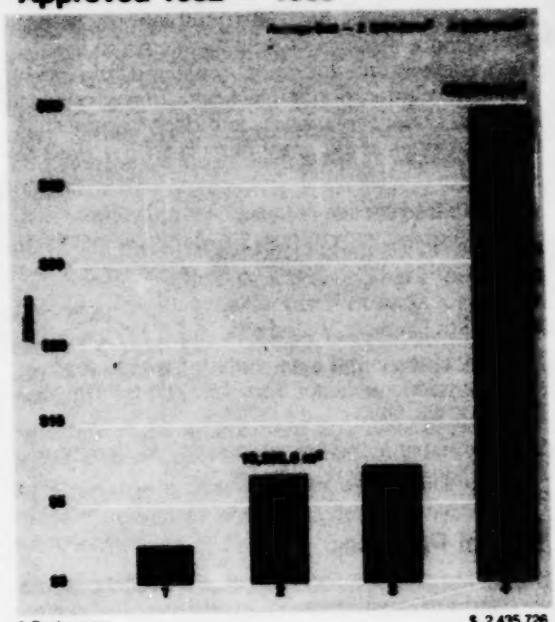
For comparative purposes the enrolments do not include private schools, government aided schools, correspondence schools, colleges, universities or developmental centres. Commencing in 1982 the total enrolment includes 4,696 students in school divisions formerly the responsibility of the Department of Northern Saskatchewan.

Secondary Enrolment 1964 to 1982



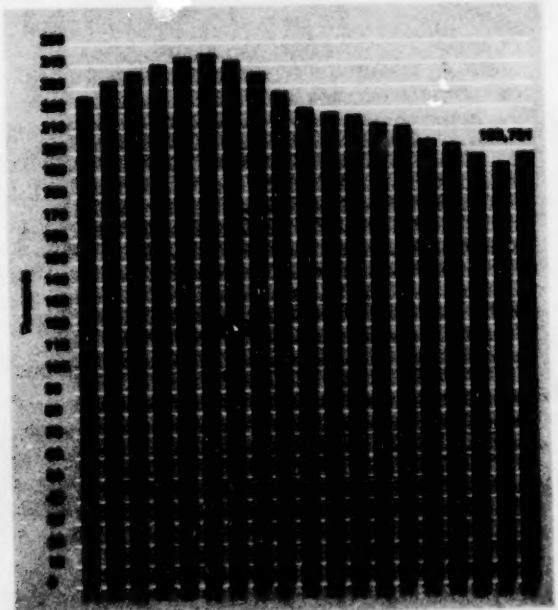
For comparative purposes the enrolments do not include private schools, government aided schools, correspondence schools, colleges, universities, developmental centres. Commencing in 1982 the total enrolment includes 784 students in school divisions formerly the responsibility of the Department of Northern Saskatchewan.

Capital Projects Approved 1982 — 1983



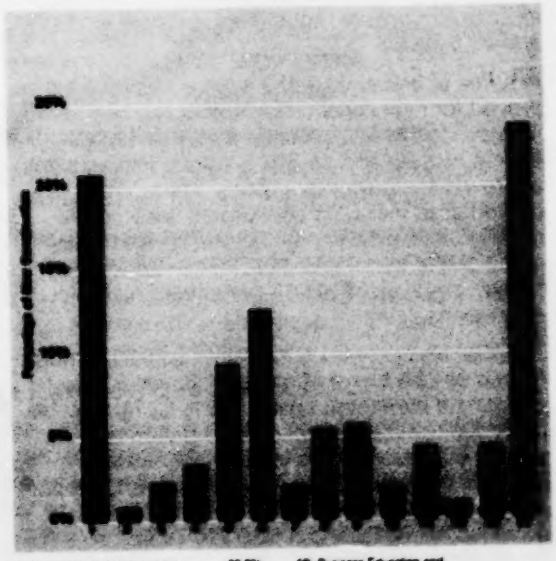
1 Roof repairs	$ 2,435,726
2 Major renovations	6,881,012
3 Unfixed furniture, equipment, land and external works	7,260,273
4 New construction	$49,160,049

Combined Elementary and Secondary Enrolments 1964 to 1982



For comparative purposes the enrolments do not include private schools, government aided schools, correspondence schools, colleges, universities, developmental centres. Commencing in 1982 the total enrolment includes 5,480 students in school divisions formerly the responsibility of the Department of Northern Saskatchewan.

Percentage Breakdown of New Construction 1982 — 1983



1 Permanent classroom space	20.9%	10 Business Education and Computer Laboratories	2.0%
2 Relocatable classroom space	1.0%	11 Administration, staff and guidance	4.4%
3 Kindergarten and Special Education	2.4%	12. Nurse, dental and student council	1.2
4 Labs	3.4%	13. Student washrooms, education storage, janitor storage and mechanical rooms	4.4
5 Resource Centres	9.6%	14. Circulation and wall areas	23.8
6 Gymnasia and Related Service Areas	12.9%		
7 Multi-use areas and serveries	2.1%		
8 Fine Arts	5.6%		
9 Home Economics and Industrial Arts	5.9%		

Where appropriate, the 1983 grant formula for northern school divisions reflects the factors in the 1983 southern grant formula — second language and special education student rates, transportation, room and board allowance, and debt retirement. Other changes in the grant formula for the 1983 include:

1. Pupil rate increase of

- $78 for Kindergarten students.
- $150 for Division I and II students.
- $164 for Division III students.
- $186 for Division IV students.

2 An increase in the maximum entitlement for the small jurisdictional factor from $60,760 for 1982 to $100,000 for 1983

3. An increase in the computational mill rate from 72 mills for 1982 to 80 mills for 1983.

School Facilities

During the 1982-83 school year, 75 capital projects received approval for planning and eventual construction at a total estimated cost of $70,032,582. Included in this figure are 25 roof repair projects for a total of $2,435,726 and 50 capital construction projects for $67,596,856. The construction costs are broken out as follows: $49,160,049 for new construction, $6,881,012 for major renovations which are either separate projects or are carried out in conjunction with new work, $4,295,522 for consultants' fees, and the remainder of $7,260,272 for unfixed furniture, equipment, external works, and land costs.

In terms of areas, 60,920.3 square metres were approved for new construction, (including two new high schools in Saskatoon at a total of 19,569 square metres) and 15,302.6 square metres were approved for major renovations. The average approved cost, including consultants' fees but excluding unfixed furniture, equipment, land costs and external works was $866.17 per square metre for new work and $494.63 per square metre for renovations.

The total new construction area of 60,920.3 square metres can be broken down as follows: 20.9% for permanent classroom space, 1.0% for relocatable classroom space, 2.4% for kindergarten and special education, 3.4% for labs, 9.6% for resource centres, 12.9% for gymnasia and related service areas, 2.1% for multi-use areas and serveries, 5.6% for fine arts, 5.8% for home economics and industrial arts, 2.0% for business education and computer laboratories, 4.4% for administration, staff and guidance, 1.2% for nurse, dental and student council, 4.4% for student washrooms, education storage, janitor storage and mechanical rooms, and 23.8% for circulation and wall areas.

School Administration

1. During the 1982-83 Annual Report Year, land transfers were made between the following school divisions:

- From Kerrobert S.D. No. 44 to Wilkie S.D. No. 59 — 2¾ sections.
- From Radville S.D. No. 67 to Weyburn Central S.D. No. 73 — ¾ section.
- From Saskatchewan Valley S.D. No. 49 and Saskatoon (West) S.D. No. 42 to Saskatoon S.D. No. 13 and St. Paul's R.C.S.S.D. No. 20 — approximately one section.
- From Kinistino S.D. No. 55 to Wakaw S.D. No. 48 — ½ section.
- From Wadena S.D. No. 46 to Canora S.D. No. 37 — 1 section.
- From Buffalo Plains S.D. No. 21 to Long Lake S.D. No. 30 — 2½ sections.

2. Negotiations between the Federation Government and the Provincial Government led to a revised basis for the payment of grants in lieu of taxes of P.F.R.A. pasture land. Federal grants on P.F.R.A. pastures now fall under the jurisdiction of the *Municipal Grants Act* and under this Act these grants are paid by the Federal Government on the basis of the assessed value of the land. The Saskatchewan Assessment authority assessed the land and provided those municipalities containing P.R.F.A. pastures with the appropriate assessed value. As a consequence the lands in P.F.R.A. pastures that were not in school division were added to school divisions result in approximately 811 sections of P.F.R.A. Pasture land being added to 30 school divisions during the year.

3. Approximately 20 sections of land not previously in school divisions and other than P.F.R.A. Pasture land, were added to six school divisions.

4. Alterations to sub-division boundaries were made in the following school divisions at the request of the boards of education:

Weyburn Central S.D. No. 73
Tiger Lily S.D. No. 54
Eston-Elrose S.D. No. 33
Eastend S.D. No. 8
Lanigan S.D. No. 40
Northern Lakes S.D. No. 64
Humboldt Rural S.D. No. 47
Moosomin S.D. No. 9

Swift Current Rural S.D. No. 75
Tisdale S.D. No. 53
Davidson S.D. No. 31

5. New Sub-divisions were established in school divisions as follows:

   Eston-Elrose S.D. No. 33 — Sub-division No. 9
   Eastend S.D. No. 8 — Sub-division No. 8
   Kinistino S.D. No. 55 — Sub-division No. 6

6. The Meyronne Roman Catholic Separate School Division No. 10 was disorganized on January 6, 1983.

7. During 1982-83 nine Class "A" and five Class "C" Certificates of qualification as secretary-treasurers of school divisions were issued. The Class "C" certificate is issued on the successful completion of the University of Regina two-year program in local government administration and the Class "A" certificate upon the completion of two years experience as a secretary-treasurer in a school division office, following the receipt of a Class "C" certificate.

   The following members of the Board of Examiners were re-appointed for further three-year terms, Mr. Ivan L. Mackay, Chairman, Regina, Mr. Glen G. Bell, Estevan, and Mr. Walter Neufeld, Herbert.

8. There were four inquiries by Boards of Reference established under *The Education Act* into the termination of contracts of teachers. In two additional cases the applications for Boards of Reference were withdrawn before hearings were held.

Education Boundaries Commission

New appointments to the Education Boundaries Commission were Mr. J. Gordon Goodfellow, Chairman, Neilburg, Mr. Bill Werezak, Saskatoon and Ms. Linda Hornung, Grayson. No hearings on boundary questions were held during the 1982-83 annual report year.

Teacher Collective Bargaining

Provincial negotiations for a collective agreement between Saskatchewan teachers, Board of Education and the provincial government concluded on February 24, 1983 with the signing of a contact covering the period January 1, 1983 to December 31, 1983.

The agreement provided for increases of 7.0 percent in salaries for teachers and also, in allowances for principals and vice-principals to a total increase ceiling of $3,000. This was in accordance with the Government's economic Recovery Program.

In addition, provision was made for a review of a principal's or vice-principal's allowance in those schools were the number of non-teachers supervised significantly exceeds the number of teachers supervised by the principal or vice-principal.

Group insurance levels have been increased to $70,000.

A joint committee reflecting the parties to the agreement will study the appropriate procedures for granting access to a teacher's files.

Legislation

During the year under review, *The Education Act* was amended by the following Acts in the following areas:

The Statute Law Amendment Act, 1982 provided for two minor housekeeping amendments.

The Education Amendment Act, 1982 eliminated the ward system for Board of Education elections in large cities.

The Local Government Election Act provided for a common election procedure between school divisions and urban municipalities, as well as certain electoral reforms such as:

- Board of Education responsibility for school division by-elections;
- Rural Board of Education responsibility for the designation of polling areas and polling places for both urban municipalities within the school division and school divisions elections;
- the option of a voters list for all school divisions, except those in the largest cities;
- the option of "rotating ballots";
- improved procedures for disabled voters;
- the option of advance polls for all school divisions, except those in the largest cities;
- Board of Education members shall assume office at the first meeting following their election;
- the provision for an "automatic" recount in addition to the existing challenge by an elector of an election result; and
- the sharing of election expenses.

The Local Government Election Consequential Act reflected the consequential changes required by the enactment of *The Local Government Election Act* which combined and standardized Board of Education and Urban Municipality elections.

The Department of Northern Saskatchewan Realignment Consequential Amendment Act, 1982 transferred authority for certain education responsibilities in northern Saskatchewan to *The Education Act.*

The Education Amendment Act, 1983 amended the Saskatchewan Book Bureau Advance Account provisions to reflect a "revolving fund" administration approach to the Book Bureau responsibilities.

The Government Reorganization Consequential Amendment Act reflects the dissolution of "SaskMedia" and the transfer of authority for K-12 productions to the Department of Education. In addition, certain other housekeeping amendments were made as a result of government reorganization.

The Education Amendment Act, 1983 (No. 2) provided, the following changes in addition to several housekeeping amendments:

- the extension of the opportunity for Indian Reserves to become sub-divisions of geographically small school divisions without requiring those small divisions to convert to the ward system;
- the expansion of the period for school division annual meetings in every year except general election years;
- the extension of a pupil's right to see his school records when he lives independently of a parent or guardian;
- the expansion of a board of education's authority in setting recess periods;
- the clarification of a municipality's responsibility for the collection and transfer of school taxes to the school division; and
- the opportunity for Boards of Education to invest in trust companies in accordance with the regulations.

The Department of Education Act transferred from *The Education Act* those provisions governing the provincial adminstration of education.

The Northern Municipalities Consequential Amendment Act provided for two housekeeping amendments arising from *The Northern Municipalities Act.*

Educational Relations Board

The Educational Relations Board was established in June, 1973 under Section 11 of *The Teacher Collective Bargaining Act* which came into force in May of 1973. In 1978 *The Teacher Collective Bargaining Act* was repealed and replaced by an Act respecting Elementary and Secondary Education in Saskatchewan, referred to as *The Education Act*. The Educational Relations Board is now established under Section 236 of *The Education Act*. It serves, in an advisory capacity, to assist parties in negotiations. It administers boards of conciliation or arbitration, and appoints mediators as required.

The Education Relations Board is comprised of five members, including a Chairman. Each member is appointed for a four year term. The four members are nominated by the Saskatchewan Teachers' Federation and the Saskatchewan School Trustees' Association. These members in turn nominate a Chairman. In the event that they cannot agree on a Chairman, the Chief Justice of the Court of Queen's Bench appoints a Chairman. The Board was deeply saddened by the untimely passing in January of one of its members, Mr. David Kydd. The members now serving on the board are:

Mr. Ronald L. Barclay, Q.C.
Chairman appointed by the members

Mr. Karen Rongve, Saskatoon
Reappointed by Saskatchewan Teachers' Federation

Mrs. Susan Bates, Regina
Appointed by Saskatchewan Teachers' Federation to complete Mr. Kydd's term

Mr. D. Jim Phillips, Yorkton
Appointed by the Saskatchewan School Trustees' Association

Mr. J. Gordon Goodfellow, Neilburg
Reappointed by the Saskatchewan School Trustees' Association

Although the Educational Relations board assists in Arbitration Boards and Conciliation Board when the parties cannot agree on a Chairman, or appoints mediators where so requested, the only requests received by the Educational Relations Board during the 1982-83 year were for the appointment of a chairman in respect to three Conciliation Boards. The requests received are as follows:

1. Mediation:

- Nil

2. Arbitration

- Nil

3. Conciliation

- Moose Jaw Roman Catholic Separate School Division and Moose Jaw Roman Catholic Separate School Division Teacher Local Bargaining Committee.

Chairman — E.R. Gritzfeld, Q.C.
Board Nominee — William Ready, Q.C.
Teacher Nominee — Gary Genge

- Kamsack School Division No. 35 and Kamsack School Division No. 35 Teacher Local Bargaining Committee

  Chairman — T.C. Wakeling, Q.C.
  Board Nominee — Michael Russell
  Teacher Nominee — Harry Costello

■ Northern Lights School Division No. 113 and Northern Lights School Division No. 113 Teacher Local Bargaining Commitee

Chairman — not yet appointed
Board Nominee — Michael Russel
Teacher Nominee — Bert Gordon

The Educational Relations Board during the past year, received requests from School Boards to designate eleven persons as not being a teacher under *The Education Act*. These eleven people were so designated by the Board. Two requests were received from School Boards to have a position designated as being out-of-scope. Since no provision exists for designating positions out-of-scope, these positions were not designated as being out-of-scope.

School Board Expenditure

Operating expenditures in 1982 totalled $600,882,569 exclusive of tuition fee payments. This reflected an increase of $77,391,225 over 1981 expenditures. Expenditures by northern school divisions were reported by the Department of Education for the first time in 1982 and totalled $21,737,194.

Teacher salary costs increased by 18.90 percent and plant operation by 24.54 percent over the 1981 expenditures. The northern school divisions increases for teacher salary costs and plant operation are 15.56 and 16.28 respectively.

Current interest expenses amounted to $5,728,734. This is an increase of $946,021 or 19.78% over the 1981 amount.

Tax arrears at December 31, 1982 were $28,272,219, as compared to $21,114,111 at December 31, 1981. Of the 1982 arrears, $421,901 were reported by the northern divisions.

Enrolments in regular grant supported schools in 1982-83 totalled 193,301 students for 1981-82. The decrease in non-city jurisdictions was 867 students while city jurisdictions increased by 545 students. Enrolments in northern school divisions in 1982-83 totalled 5,480 students, as compared to 5,824 students for 1981-82. The decrease of 444 students at Uranium City was partially offset by an increase of 129 students in the Northern Lights School Division.

Statistical Tables

Enrolments

I Comparative Statement of Enrolment for all Organized Schools 1977-83 . . . 36
II Enrolment 1977-83 . . . 36
III Enrolments for Organized School Districts 1982-83 . . . 37
IV Enrolments, Teachers and Schools 1982-83 . . . 38
V Correspondence School — High School Enrolment 1982-83 . . . 39
VI Enrolment in French Language Programs 1982-83 . . . 39
VII Enrolment in Technical Education Classes 1977-83 . . . 39

Special Education

VIII Educational Services to Children with Handicaps 1982-83 . . . 40
IX Summary of Hearing Impaired Students 1982-83 . . . 40

Examinations

X Grade 12 Examinations, January Semester 1977-83 . . . 41
XI Grade 12 Examinations, June 1977-83 . . . 41
XII Grade 12 Supplemental Examinations, August 1977-83 . . . 41

Professional Staff

XIII Teaching Staff 1969-83 . . . 42
XIV Teachers Employed 1982-83 . . . 42
XV Teachers' Average Salaries 1969-83 . . . 43
XVI Teachers' Average Salaries 1982-83 . . . 43
XVII Teachers — Percentage Distribution by Classification 1982-83 . . . 43
XVIII Teacher Recruitment From Other Canadian Provinces 1982-83 . . . 43
XIX Teacher Recruitment From Other Countries 1982-83 . . . 44
XX Certification, College of Education Students, April 1982 to March 1983 . . . 44

School Finance

XXI School Grants 1977-83 . . . 45
XXII Revenue Fund Receipts and Disbursements for All Schools Under the Administration of the Department of Education 1982 . . . 45
XXIII School Divisions as at June 1983 . . . 46
XXIV Statement of Assets and Liabilities for All Schools Under the Administration of the Department of Education 1982 . . . 46

Enrolments

Table I
Comparative Statement of Enrolment for all Organized Schools, 1977-83

Grade	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
Kindergarten	14,123	14,199	14,497	14,960	15,254	15,727
Grade 1	16,560	16,325	16,189	16,469	16,455	16,808
Grade 2	15,658	15,587	15,525	15,230	15,302	15,524
Grade 3	15,589	15,350	15,417	15,282	14,995	15,248
Grade 4	15,569	15,535	15,292	15,355	15,081	14,998
Grade 5	15,498	15,509	15,624	15,345	15,137	15,062
Grade 6	16,646	15,479	15,456	15,482	15,010	15,077
Grade 7	18,317	16,967	15,900	15,732	15,753	15,500
Grade 8	19,245	17,692	16,557	15,349	15,117	15,352
Grade 9	18,495	18,470	16,793	15,692	14,625	14,782
Grade 10	16,899	17,169	16,951	15,869	14,805	14,047
Grade 11	15,625	15,339	15,573	15,348	14,399	13,864
Grade 12	14,050	14,211	14,071	14,298	14,253	13,812
Other	3,481	3,115	3,515	3,850	3,261	2,980
Total	215,755	210,946	207,360	204,261	199,447	198,781

Note: Figures in this table do not include pupils enrolled in correspondence schools, private schools, School for the Deaf, Government aided schools.

Table II
Enrolment, 1977-83

	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
Rurals (formerly Units)	103,121	99,858	96,828	94,179	91,869	90,926
Rurals (Non-units)	6,694	6,278	6,158	5,989	4,477	4,553
Urbans	100,741	99,435	98,749	98,359	97,277	97,822
Northern Saskatchewan	5,199	5,375	5,625	5,734	5,824	5,480
Total	215,755	210,946	207,360	204,261	199,447	198,781

Note: Figures in this table do not include pupils enrolled in correspondence schools, private schools, School for the Deaf, Government aided schools.

Enrolments

Table III
Enrolments for Organized School Districts, 1982-83

Grade	Rural Divisions (formerly Units)	Other Rural Divisions	City Divisions	Government Aided Schools	Northern Saskatchewan Schools	Developmental Centres	Private Schools	Total
Kindergarten	7,117	460	7,589	19	561	0	24	15,770
Grade 1	7,525	419	8,055	26	809	0	70	16,904
Grade 2	7,365	403	7,218	32	538	0	46	15,602
Grade 3	7,254	385	7,069	30	540	0	46	15,324
Grade 4	7,087	383	7,061	27	467	0	65	15,090
Grade 5	7,190	349	7,066	34	457	0	48	15,144
Grade 6	7,095	393	7,148	18	441	0	49	15,144
Grade 7	7,634	369	7,098	20	399	0	80	15,600
Grade 8	7,618	322	7,083	20	329	0	90	15,462
Grade 9	7,150	300	7,025	0	307	0	303	15,085
Grade 10	5,973	257	7,682	0	135	0	459	14,506
Grade 11	5,783	210	7,768	0	103	0	536	14,400
Grade 12	5,518	239	7,976	0	79	0	566	14,378
Other	617	64	1,984	10	315	85	208	3,283
Total	90,926	4,553	97,822	236	5,480	85	2,590	201,692*

**This total does not include 1,908 Alberta students and 190 students in Department of National Defense Schools. Including these students would then make a provincial total of 203790.*

Enrolments

Table IV
Enrolments, Teachers and Schools, 1982-83

Rural (formerly Units)	Enrolment	Teachers	Schools
Arcola	1,907	115	10
Assiniboia	1,266	86	9
Battle River	1,534	100	11
Battlefords	1,394	80	7
Biggar	1,142	80	8
Blaine Lake	1,060	72	5
Borderland	1,125	80	6
Broadview	1,335	86	5
Buffalo Plains	2,114	121	11
Canora	1,169	68	7
Cupar	1,630	103	9
Davidson	1,092	68	7
Deer Park	703	45	7
Eastend	816	54	6
Estevan Rural	1,053	68	8
Eston-Elrose	1,274	85	8
Gull Lake	703	49	5
Herbert	1,210	89	12
Hudson Bay	1,850	105	10
Humboldt	2,012	133	16
Indian Head	1,577	96	7
Kamsack	1,247	78	9
Kerrobert	1,592	102	11
Kindersley	1,545	94	8
Kinistino	1,223	71	6
Lanigan	1,409	83	11
Last Mountain	1,559	106	11
Leader	989	73	11
Long Lake	1,341	89	7
Maple Creek	1,280	83	12
Meadow Lake	2,641	157	12
Moosomin	1,599	92	7
Nipawin	2,784	151	12
Northern Lakes	1,574	105	8
Outlook	1,468	97	10
Oxbow	1,286	79	10
Parkland	1,924	114	10
Potashville	2,618	149	14
Prairie View	1,058	78	9
Prince Albert Rural	2,238	130	14
Radville	750	54	8
Regina (East)	1,192	77	7
Rosetown	1,566	98	13
Saskatchewan Valley	3,757	198	14
Saskatoon (East)	2,261	133	10
Saskatoon (West)	2,602	158	13
Shamrock	1,687	101	8
Shaunavon	1,129	79	11
Sturgis	1,416	86	10
Swift Current Rural	878	55	11
Thunder Creek	1,250	71	10
Tiger Lily	1,158	73	6
Tisdale	1,925	120	12
Turtleford	1,404	84	9
Wadena	2,373	138	12
Wakaw	1,585	111	8
Weyburn	860	57	8
Wilkie	1,482	103	9
Wood River	805	56	11
Yorkdale	1,514	94	14
Total	90,926	5,660	570

Rurals, Villages and Towns	Enrolment	Teachers	Schools
Christ the King R.C.S.S.D.	136	8	1
Grand Coulee	68	4	1
Gray	11	1	1
Lemberg	175	14	1
Mankota Lady Fatima	52	3	1
Mathieu R.C.S.S.D.	100	8	1
Neudorf	158	12	1
Paynton	130	9	1
Pense	127	7	1
St. Alphonse R.C.S.S.D.	62	4	1
St. Gabriel's R.C.S.S.D.	130	7	1
St. Olivier R.C.S.S.D.	106	7	1
Spiritwood R.C.S.S.D.	155	8	1
Unity R.C.S.S.D.	178	11	1
Wilcox	53	3	1
Wilkie R.C.S.S.D.	239	13	1
Balcarres	480	29	2
Gravelbourg	403	25	2
Grenfell	430	25	2
Humboldt	142	9	1
Humboldt R.C.S.S.D.	389	24	2
Humboldt C.I.	538	30	1
Wolseley	248	14	2
Wolseley R.C.S.S.D.	43	3	1
Total	4,553	278	29

Cities			
Estevan	967	62	5
Estevan R.C.S.S.D.	624	38	4
Estevan Comp.	729	42	1
Lloydminster	1,256	153	9
Lloydminster R.C.S.S.D.	383	38	4
Melfort	1,376	77	5
Melville	669	36	4
Melville R.C.S.S.D.	383	20	1
Melville Comp.	478	27	1
Moose Jaw	4,979	290	15
Moose Jaw R.C.S.S.D.	1,482	87	6
North Battleford	2,186	120	7
North Battleford R.C.S.S.D.	1,431	89	6
Prince Albert	3,749	213	13
Prince Albert R.C.S.S.D.	2,332	146	12
Prince Albert Comp.	1,446	79	1
Regina	23,468	1,331	74
Regina R.C.S.S.D.	9,974	559	39
Saskatoon	21,473	1,187	55
Saskatoon R.C.S.S.D.	9,537	530	35
Swift Current	2,075	131	8
Swift Current R.C.S.S.D.	239	16	2
Swift Current Comp.	1,035	59	1
Weyburn	1,631	92	6
Weyburn R.C.S.S.D.	398	19	2
Yorkton	2,656	155	8
Yorkton R.C.S.S.D.	867	50	4
Total	97,822	5,646	328

Enrolments

Northern Saskatchewan			
Creighton	455	36	1
Ile a la Crosse	341	39	1
Northern Lights	4,456	266	1
Uranium City	228	16	31
Total	5,480	336	34
Provincial Total	198,781	11,920	961

Note: Does not include Government aided, private or developmental centre schools.

Table V
Correspondence School — High School Enrolment, 1982-83

	Type A Service			Type B Service		
Grade	**Adults**	**School Age**	**Total**	**Type A**	**Type B**	**Total**
9	104	278	382	638	188	826
10	512	1,383	1,895	3,194	285	3,479
11	594	1,137	1,731	2,264	385	2,649
12	1,470	1,127	2,597	3,251	503	3,754
Total	2,680	3,925	6,605	9,347	1,361	10,708

Type A Service refers to the number of students registered for full instruction. Column 4 above shows the total number of courses for which these students were enrolled.

Type B Service refers to the number of correspondence courses purchased by teachers and school boards for use as teaching aids and for students taught in local schools with the aid of correspondence courses.

Table VI
Enrolments in French Language Programs, 1982-83

Program	1970-71	1975-76	1981-82	1982-83	1982-83 changes over 1981-82
Advanced French	3,370	1,064	570	480	−90 (−15.8%)
Designated Schools	628	1,396	3,127	3,952	+825 (+26.4%)
Oral French	86,727	60,215	46,176	46,493	+317 (+0.7%)

Table VII
Enrolment in Technical Education Classes, 1977-83

Enrolments	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
(Div. III 8-9 series) Industrial Arts	16,731	15,212	13,647	14,007	12,818	16,628
(Div. IV 15-25-35 series) Industrial Arts	8,159	7,437	6,856	5,375	6,600	6,578
(Div. IV 13-23-33 series) Technologies	4,460	5,568	5,869	3,621	5,189	4,645
(Div. IV 14-24-34 series) Trades	7,877	8,983	9,477	7,308	8,555	8,024
Bulletin "D"	1,494	825	1,209	965	1,149	1,148
Total	38,721	38,025	37,058	31,276	34,339	36,023

Special Education

Table VIII
Educational Services to Children with Handicaps, 1982-83

Nature of Special Service	Nature of Handicap*								
	TMR	ED	VI	HI	OH	LD	CHI	MH	Total
Special Equipment	0	0	1	6	2	0	1	1	11
Consult and Equip.	3	2	3	5	11	0	1	0	25
Teacher Aid	69	17	3	16	47	10	10	20	192
Itinerant Teacher	16	26	17	53	1	394	1	2	510
Resource Room	102	54	26	78	10	933	16	13	1,232
Part-time Spec. Class	58	13	0	0	0	33	3	1	108
Full-time Spec. Class	293	76	5	32	19	45	2	49	521
Special School	246	69	1	6	21	16	7	81	447
Developmental Centre	6	2	0	0	0	0	0	131	139
Spec. Boarding School	23	30	0	0	0	0	0	1	54
Homebound Instruction	0	0	0	0	0	0	5	0	5
Other	1	1	0	14	15	0	3	1	35
Total	817	290	56	210	126	1,431	49	300	3,279

**(TMR: Trainable Mentally Retarded; ED: Emotionally Disturbed; VI: Visually Impaired; HI: Hearing Impaired; OH: Orthopedically Handicapped; LD: Learning Disabled; CHI: Chronic Health Impaired; MH: Multiply Handicapped.)*

Table IX
Summary of Hearing Impaired Students, 1982-83

Programs	Regions								
	1	2	3	4	5	6	7	DNS	Total
Nursery	2	2	4	7	2	2	12	3	34
Pre-school	4	3	2	16	2	2	12	3	44
Public School	89	70	78	183	98	55	293	48	914
R.J.D. Williams	3	5	6	42	14	8	12	18	108
Developmental Centre	0	2	2	5	0	0	3	0	12
Special Board School	0	1	0	2	0	0	0	0	3
Total	98	83	92	255	116	67	332	72	1,115

Examinations

Table X
Grade 12 Examinations
January Semester, 1977-83

Year	Number of Candidates	Number of Papers Marked	Number of Candidates Completing the Grade
1977	13,396	8,192	1,046
1978	13,818	7,679	1,292
1979	10,328	8,150	734
1980	14,993	8,640	660
1981	14,898	8,706	693
1982	14,500	8,827	699
1983	13,000	9,375	706

Table XI
Grade 12 Examinations
June, 1977-83

Year	Number of Candidates	Number of Papers Marked	Number of Candidates Completing the Grade
1977	17,170	21,542	10,436
1978	16,461	20,330	11,530
1979	19,175	20,551	11,366
1980	18,838	19,489	10,966
1981	15,05	20,150	11,400
1982	14,500	19,896	11,437
1983	13,000	18,743	10,968

Table XII
Grade 12 Supplemental Examinations
August, 1977-83

Year	Number of Candidates	Number of Papers Marked	Number of Candidates Completing the Grade
1977	371	526	48
1978	420	530	50
1979	371	505	64
1980	449	640	70
1981	303	418	56
1982	499	643	116
1983	510	575	168

Professional Staff

Table XIII
Teaching Staff, 1969-83

Year	Number of Teachers*	Net Increase or Decrease
1969-70	11,719	+71
1970-71	11,059	-660
1971-72	10,959	-100
1972-73	11,136	+177
1973-74	11,089	-47
1974-75	11,187	+98
1975-76	11,392	+205
1976-77	11,402	+10
1977-78	11,468	+66
1978-79	11,479	+11
1979-60	11,579	+100
1980-81	11,478	-1
1981-82	11,671	+93
1982-83	11,968	+297

Note: Prior to 1982-83 this table excluded teachers in private schools and in schools operating under the administration of the Department of Northern Saskatchewan.

Beginning in 1982-83 schools operating under the administration of the Department of Northern Saskatchewan have been transferred to the Department of Education and therefore are included in this table.

Table XIV
Teachers Employed, 1982-83

Class	Rural Divisions (formerly Units)	Others (Rural Village, Town Divisions)	Cities	DND and Gov't Aided	Northern Divisions	Total
VI	158	6	505	0	8	677
V	989	45	1,436	10	70	2,550
IV	2,865	129	2,750	28	159	5,931
III	705	47	482	3	63	1,300
II	848	50	389	6	22	1,315
I	11	1	7	1	2	22
C	13	0	6	0	8	27
Other	71	0	71	0	4	146
Total	5,660	278	5,646	48	336	11,968

Note: Prior to 1982-83 this table excluded teachers in private schools and in schools operating under the administration of the Department of Northern Saskatchewan.

Beginning in 1982-83 schools operating under the administration of the Department of Northern Saskatchewan have been transferred to the Department of Education and therefore are included in this table.

Professional Staff

Table XV
Teachers' Average Salaries, 1969-83

Year	Salary Grid	Average Salaries
1969-70	—	7,764**
1970-71	1969	7,963
1971-72	1971	8,696
1972-73	1972	9,607
1973-74	1974	10,397
1974-75	1975	12,756
1975-76	1976	15,526
1976-77	1977	17,045
1977-78	1978	18,538
1978-79	1979	20,142
1979-80	1980	22,400
1980-81	1981	25,297
1981-82	1982	29,214
1982-83	1983	31,650

** *Based on salaries at September, 1969 as per 1969 salary grid.*

Table XVI
Teachers' Average Salaries, 1982-83

1983 Salary Grid Exclusive of Special Allowances

Class	Rural Divisions (formerly Units)	Other Rural Divisions	Cities	Northern Divisions	Total
VI	$38,983	$40,327	$39,825	$35,595	$39,504
V	34,700	35,591	36,518	31,248	35,328
IV	31,601	31,524	29,261	29,914	31,905
III	25,702	24,717	25,434	23,553	25,319
II	24,170	23,688	23,929	22,025	24,059
I	22,753	16,940	22,107	20,169	21,991
C	16,940	—	16,940	16,940	16,940

Table XVII
Teachers — Percentage Distribution by Classification, 1982-83

Classification	Percentage
Class VI	5.7
Class V	21.3
Class IV	49.6
Class III	10.6
Class II	11.0
Class I	0.2
Class C	0.2
Other	1.2

Table XVIII
Teacher Recruitment From Other Canadian Provinces, 1982-83 (April 1, 1982 to March 31, 1983)

Provisional Certificates	British Columbia	Alberta	Manitoba	Ontario	Quebec	Nova Scotia	New Brunswick	Prince Edward Island	Newfoundland	Total
Standard "A"	2	0	4	1	1	2	1	0	0	11
Standard "B"	0	0	0	1	0	0	0	0	0	1
Professional "A"	14	32	40	58	15	10	6	0	3	178
Professional "B"	1	2	1	2	1	0	0	0	0	7
Vocational	0	0	1	0	0	0	1	0	0	2
Technical	0	0	0	0	0	0	0	0	0	0
Total	17	34	46	62	17	12	8	0	3	199

Professional Staff

Table XIX
Teacher Recruitment From Other Countries, 1982-83
(April 1, 1982 to March 31, 1983)

Provisional Certificates	United Kingdom	United States	India	Europe	New Zealand & Australia	Others	Total
Standard "A"	1	1	0	0	2	0	4
Standard "B"	0	0	0	0	0	0	0
Professional "A"	4	18	1	2	0	1	26
Professional "B"	0	8	0	0	0	0	8
Vocational	1	0	0	0	0	0	1
Technical	0	1	0	0	0	0	1
Total	6	28	1	2	2	1	40

Table XX
Certification
College of Education Students
(April, 1982 to March, 1983)

Certificates	No. Issued
Standard "A"	217
Standard "B"	3
Professional "A"	368
Professional "B"	0
Vocational	15
Technical	2
Total	605
Probationary Certificates (as of July 1, 1983)	*243

*116 were for substitute teaching only

School Finance

Table XXI
Grants to Schools, 1977-83

Grants to Schools	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
Operating	$184,480,706	$205,810,724	$220,795,873	$235,621,591	$258,651,878	$298,398,300
Bldg. & Repairs	9,399,862	6,301,026	7,317,714	8,796,943	10,440,286	14,664,490
Total	$193,880,568	$212,111,750	$228,113,587	$244,418,534	$269,092,164	$313,062,790

Note: Effective October 1, 1982 school divisions formerly the responsibility of the Department of Northern Saskatchewan were realigned with the Department of Education. During the period October 1, 1982 to March 31, 1983, $4,346,000 grants were paid to these school divisions.

Table XXII
1982 Revenue Fund Receipts and Disbursements for All Schools Under the Administration of the Department of Education

	Northern Divisions	Rural Towns Villages	City Divisions	Rural (Units) Divisions	Total
Revenue					
Net proceeds of taxes and grants in lieu of taxes	$1,790,402	$5,348,487	$133,724,484	$133,102,177	$273,965,550
Provincial grants	16,361,456	6,671,941	121,995,194	161,956,007	306,984,598
Tuition fees	4,008,060	1,510,745	31,712,653	10,142,982	47,374,440
Other educational services	101,708		803,554	6,815	912,077
Ancillary services	455,696	12,997	1,998,731	938,952	3,406,376
Miscellaneous revenue	203,778	224,917	5,643,210	2,992,939	9,064,844
Total Revenues	$22,921,100	$13,769,087	$295,877,826	$309,139,872	$641,707,885
Expenditures					
Administration	1,346,787	363,054	6,140,519	7,902,971	15,753,331
Instruction	13,228,098	8,596,690	204,624,660	187,398,866	413,848,314
Plant operation and maintenance	4,725,918	1,197,371	36,406,079	28,948,952	71,278,320
Payments to other divisions	1,860,580	1,171,719	19,372,286	13,884,937	36,289,522
Conveyance and related services	730,172	905,832	3,183,305	44,944,610	49,763,919
Ancillary services	846,163	8,404	1,572,275	344,633	2,771,475
Annual debt charges	667,841	953,864	16,113,537	16,106,333	33,841,575
Contributions to Capital	125,761	169,248	3,818,719	4,639,371	8,753,099
Reserves	66,454	77,899	2,163,018	1,694,517	4,001,888
Other educational services			814,944	55,704	870,648
Total Expenditures	$23,597,774	$13,444,081	$294,209,342	$305,920,894	$637,172,091

School Finance

Table XXIII
School Divisions as at June 30, 1983

Public School Divisions, Rural	77*
R.C.S. School Divisions, Rural	12
Public School Divisions, Urban	12
R.C.S. School Divisions, Urban	11
Total	112

**Includes 3 school divisions formerly under the administration of the Department of Northern Saskatchewan.*

Table XXIV
1982 Statement of Assets and Liabilities for All Schools Under the Administration of the Department of Education

	Northern Divisions	Rural, Village, Town School Divisions	City School Divisions	Rural (Unit) School Divisions	Total
Capital Assets					
Land, building and equipment	$5,540,966	$13,209,432	$336,428,097	$331,715,810	$686,894,305
Other capital assets	4,067,009	1,337,034	18,858,410	17,598,875	41,861,328
Revenue Assets					
Cash on hand and in bank	626,773	1,962,537	8,424,934	23,438,873	34,453,117
Due from taxes	421,901	652,934	10,960,372	16,237,012	28,272,219
Due from grants	412,652	122,021	3,381,580	2,521,985	6,438,238
Accounts receivable	1,150,513	125,561	3,345,334	3,001,452	7,622,860
Other assets	2,994,712	906,929	17,388,293	5,208,640	26,498,574
Total Assets	$15,214,526	$18,316,448	$398,787,020	$399,722,647	$832,040,641
Capital Liabilities					
Debentures not due	451,000	3,542,120	$80,871,250	52,806,891	137,671,261
Other capital liabilities	465,171	476,282	3,123,014	8,603,986	12,668,453
Revenue Liabilities					
Bank overdraft and loans	3,791,553	44,785	3,839,273	8,686,282	16,361,893
Deferred teachers' salaries	55,240	114,307	1,207,021	2,528,614,	3,905,182
Accounts payable	1,727,169	164,221	9,602,964	5,696,746	17,191,100
Debentures overdue		15,609	589,890	397,574	1,003,073
Other revenue liabilities	65,623	45,074	938,327	758,257	1,807,281
Total Liabilities	$6,555,756	$4,402,398	$100,171,739	$79,478,350	$190,608,243

Debentures Registered in 1982-83 ..... $40,562,000